

Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412A

Submitted by Pennsylvania
October 16, 2013

Table of Contents

Table of Contents	2
ELIGIBILITY REQUIREMENTS	5
Key Abbreviations	7
Executive Summary	8
A. Successful State Systems	10
<u>(A)(1) Demonstrating past commitment to early learning and development.....</u>	<u>10</u>
<u>(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals.</u>	<u>56</u>
<u>(A)(3) Aligning and coordinating early learning and development across the State.....</u>	<u>70</u>
<u>(A)(3) High-Quality Plan</u>	<u>80</u>
<u>(A)(4) Developing a budget to implement and sustain the work of this grant.</u>	<u>87</u>
B. High-Quality, Accountable Programs	97
<u>(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.</u>	<u>97</u>
<u>(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System.</u>	<u>108</u>
<u>(B)(3) Rating and monitoring Early Learning and Development Programs.</u>	<u>115</u>
<u>(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.</u>	<u>121</u>
<u>(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.....</u>	<u>133</u>
<u>(B)(1)-(B)(5) High-Quality Plan</u>	<u>137</u>
C. Promoting Early Learning and Development Outcomes for Children.....	144

<u>(C)(1) Developing and using statewide, high quality Early Learning and Development Standards.</u>	<u>144</u>
<u>(C)(1) High-Quality Plan</u>	<u>157</u>
<u>(C)(2) Supporting effective uses of Comprehensive Assessment Systems.</u>	<u>162</u>
<u>(C)(2) High-Quality Plan</u>	<u>174</u>
<u>(C)(4) Engaging and supporting families.</u>	<u>179</u>
<u>(C)(4) High-Quality Plan</u>	<u>193</u>
D. A Great Early Childhood Education Workforce	200
<u>(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.</u>	<u>200</u>
<u>(D)(1) High-Quality Plan</u>	<u>210</u>
<u>(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.</u>	<u>217</u>
<u>(D)(2) High-Quality Plan</u>	<u>230</u>
E. Measuring Outcomes and Progress	235
<u>(E)(1) Understanding the status of children’s learning and development at kindergarten entry.</u>	<u>235</u>
<u>(E)(1) High-Quality Plan</u>	<u>246</u>
<u>(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.</u>	<u>250</u>
<u>(E)(2) High-Quality Plan</u>	<u>260</u>
COMPETITION PRIORITIES	263

<u>Priority 1: Absolute Priority -- Promoting School Readiness for Children with High Needs.</u>	<u>263</u>
<u>Priority 2: Competitive Preference Priority -- Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.</u>	<u>264</u>
<u>Priority 3: Competitive Preference Priority -- Understanding the Status of Children's Learning and Development at Kindergarten Entry.</u>	<u>269</u>
<u>Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.</u>	<u>270</u>
<u>Competitive Preference Priority 4 High-Quality Plan.</u>	<u>279</u>
<u>Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.</u>	<u>284</u>
<u>Priority 6: Invitational Priority -- Encouraging Private-Sector Support.</u>	<u>294</u>
Budget Part I: Summary.....	298
Budget Part I: Narrative	303
BUDGET PART II: BUDGETS FOR EACH PENNSYLVANIA AGENCY.....	312
<u>BUDGET PART II: OCDEL – Pennsylvania Department of Public Welfare.</u>	<u>315</u>
<u>BUDGET PART II: OCDEL – Pennsylvania Department of Education.</u>	<u>332</u>
BUDGET: INDIRECT COST INFORMATION	340

ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

1. The State has not previously received an RTT-ELC grant.

(b) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See Section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the Section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Office of Child Development and Early Learning * (<i>Designated by PDE and DPW as the Lead Agency</i>)	Appendix D	<ul style="list-style-type: none"> • CCDF • Section 619 of Part B of IDEA • Part C of IDEA • State-funded preschool through the Pennsylvania Pre-K Counts and Head Start Supplemental Programs • Home visiting through the Nurse Family Partnership Program and the Maternal, Infant and Early Childhood Home Visiting Program • Head Start State Collaboration Grant • Child care licensing

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Pennsylvania Department of Education (PDE)	Appendix D	<ul style="list-style-type: none"> • State-funded preschool • Title 1 of the ESEA
Pennsylvania Department of Public Welfare (DPW)	Appendix D	<ul style="list-style-type: none"> • In addition to the program areas outlined with OCDEL, DPW will provide support across the following offices: • Office of Children, Youth and Families (child welfare) • Office of Administration's Bureau of Information Systems (information technology support) • Office of Mental Health and Substance Abuse Services • Office of Income Maintenance (TANF, Food Stamps) • Office of Developmental Programs (services for individuals with intellectual disabilities, including mental retardation and autism)
Pennsylvania Department of Health	Appendix D	<ul style="list-style-type: none"> • Home visiting • Title V Maternal and Child Care Block Grant
Early Learning Council	Appendix D	<ul style="list-style-type: none"> • Early Learning Council

(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under Section 511(c) of Title V of the Social Security Act, as added by Section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under Section 511(h)(2)(B).

The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

☒ **Yes**

☐ No

Key Abbreviations

Abbreviation	Definition
CCIS	• Child Care Information Services
COMPASS	• Common Point of Access to Social Services
DPW	• Pennsylvania Department of Public Welfare
ELOR	• Early Learning Outcomes Reporting
IHEs	• Institutes of Higher Education
LEARN	• Local Education and Resource Networks Partners
OCDEL	• Office of Child Development and Early Learning
PDE	• Pennsylvania Department of Education
PELICAN	• Pennsylvania's Enterprise to Link Information on Children Across Networks
PQAS	• Pennsylvania Quality Assurance System
RTT-ELC	• Race to the Top Early Learning Challenge Grant
SAS	• Standards Aligned System

Executive Summary

Pennsylvania has a strong history of quality early learning and development programs. Governor Tom Corbett has made early learning and development a priority. The cornerstone of his agenda is the Rising STARS Initiative.

Pennsylvania's Rising STARS Initiative was launched in September 2012 to promote greater access for at-risk children to higher quality child care and better prepare them to succeed in school. The Rising STARS initiative provides incentives for child care programs to participate in Keystone STARS and to increase enrollment of at-risk children. The Rising STARS initiative includes restructured grants, increased tiered reimbursement rates, support for child care providers in the system via peer mentoring and a future Tuition Assistance Program.

In the most recent budget \$30M increase was appropriated for early and development programs including early intervention, Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program and Child Care Works subsidy.

Pennsylvania's Race to the Top – Early Learning Challenge represents the next step in the Rising STARS Agenda.

The Rising STARS Agenda includes nine strategies as illustrated in this graphic and listed below.



Pennsylvania's Rising STARS Agenda will enhance quality early learning and development, including Children with High Needs, through the following strategies:

1. Empower communities through Early Childhood Education Community Innovation Grants to ensure that communities are able to address local needs.
2. Refine Keystone STARS tiered quality rating and improvement system to enhance access for Children with High Needs to high-quality early learning and development programs.
3. Revise early learning standards in all content areas to fully align with Pennsylvania's education standards to ensure a cohesive set of standards from birth-12.
4. Support effective use of comprehensive assessment systems to better understand program outcomes and Pennsylvania's return on investment and to empower educators in making informed decisions.
5. Promote community access, awareness, and family engagement focusing on high-quality early learning.
6. Increase access and delivery of high-quality professional development to improve early learning and development program environments, especially for Children with High Needs.
7. Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies in order to better understand the status of children upon kindergarten entry.
8. Measure outcomes to improve instruction, practices, services and policies through data system enhancements.
9. Conduct Governor's Institutes for Educators Pre-K to Grade 3 to increase dialogue and collaboration among early learning and development educators and K-12 teachers.

Each strategy, considered independently, is designed to improve individual areas of Pennsylvania's early learning and development system. Taken together, these strategies will transform the current early learning and development system into a more comprehensive and effective approach to better address Children with High Needs: ***This is the Rising STARS Agenda.***

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development.

The extent to which the State has demonstrated past commitment to and investment in high quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Grounded in a culture where education, tolerance and the belief in equal opportunities have shaped its identity since the colonial era, Pennsylvania boasts one of the country's first democratic systems of public schools and its first university. Pennsylvania's commitment to early learning was brought into the public eye in 2002 when Pennsylvania took a close look at the quality of child care being provided across the state. That year, Pennsylvania Governor Mark Schweiker commissioned a study to assess Pennsylvania's early childhood programs. The study revealed three troubling trends: a decline in the quality of child care between the 1980s and 2000; significant decreases in quality ratings for both child care centers and family child care homes during the same period; and a corresponding drop in the overall qualifications of early childhood educators between 1996 and 2000.

The state went into action almost immediately to reverse what it saw as a deterioration of a once progressive early learning system. Based on recommendations from the group that had studied the problem, Pennsylvania surpassed most of the nation, setting a strong foundation for a robust and comprehensive system, creating birth to second grade standards, developing a common set of child assessments, along with a system to report the outcomes. The state implemented a data

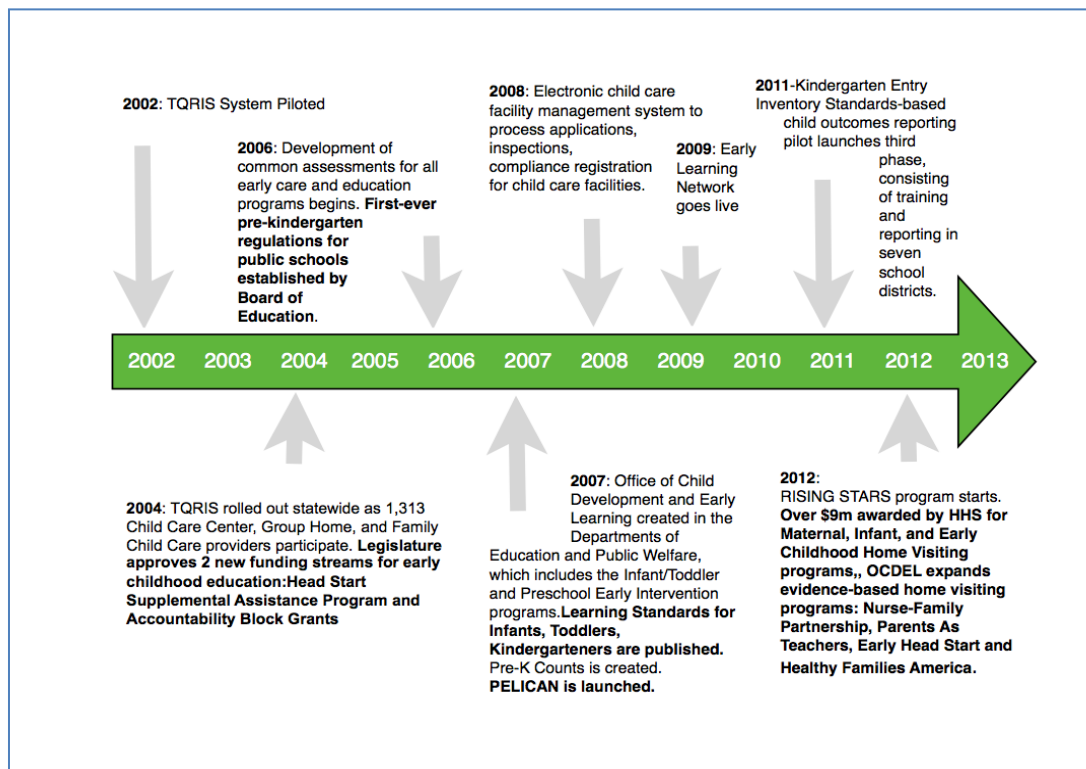
collaborative to ensure that data was used to drive student learning and development. The state reformed early learning teacher preparation requirements to ensure that teachers understood standards, assessments and how to best support children to meet them. Then, in 2002, Pennsylvania became one of the first states to pilot a TQRIS, called Keystone STARS, which would become the backbone of its entire early learning and development system. In 2007 Pennsylvania reorganized its funding and governance structure so that early learning and development became part of both the Departments of Education and Public Welfare. This change was driven by the belief that families would be better served if support organizations were interconnected.

These changes resulted in a transformative shift toward a comprehensive, high-quality, affordable system of public and private pre-kindergarten education designed to meet the needs of students across the demographic and socioeconomic spectrum. Eight initiatives and more than \$11 billion in state and federal funding later, the percentage of preschoolers participating in high-quality publicly funded early education has doubled, as has the number of early childhood teachers with Child Development Associate credentials.¹ Pennsylvania now funds pre-kindergarten at over \$5,400 per student, ranking ninth of all states in funding early childhood education.² See figure 1 for a summary timeline of key activities since 2002.

¹ This is a conservative estimate, as the number of educators with CDA credentials has doubled since 2007.

² Barnett, W.S., Carolan, M.E., Fitzgerald, J., & Squires, J.H. (2012). *The state of preschool 2012: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research

Figure 1: Timeline 2002-2013



With an eye toward its highest needs children, the state has created multiple funding streams for Early Learning and Development programs, including the state-funded pre-kindergarten program, Pennsylvania Pre-K Counts, which provides high-quality pre-kindergarten opportunities at no cost to families of preschoolers with high needs (up to 300% of poverty); the state-funded Head Start Supplemental Assistance Program, which serves high-needs preschoolers; and Accountability Block Grants, which school districts can use to fund strategies for academic improvement including pre-kindergarten, full-day kindergarten, and class size reductions in kindergarten through third grade.

Despite its first wave of reforms, Pennsylvania still faces a series of hurdles before it can realize its vision of becoming a place where all children have the opportunity to enter kindergarten prepared to succeed on every level. Currently:

- Nine counties have no access to the highest quality TQRIS programs (STAR 3 and 4) at all.

- Nearly 10,000 eligible children are on waiting lists for Pennsylvania Pre-K Counts and the Head Start Supplemental Assistance Program at the beginning of the 2013-14 school year.
- Approximately 6,000 eligible children are on waiting lists for Child Care Works child care subsidy as of June 2013; and
- Results of parent focus groups in 2011 indicate that far too many families want what's best for their children, but are not sure where to turn for help.

Pennsylvania's approach

At the heart of Pennsylvania's approach to overcoming these hurdles is a two-pronged approach that marries the universal with the local. Pennsylvania believes it must create solutions for communities that come from those communities. Therefore, its twofold theory of change is: (1) by coupling a concentration of resources and high expectations in 50 of the highest-needs communities, those communities will build the capacity to meet the needs of children in those communities; and (2) by continuously improving programs, assessments, family engagement strategies and alignment with the educational continuum, the state will exponentially increase the quality of early childhood education for all students.

Universal: Pennsylvania regularly reflects on what is working and what is not, driving both a system and culture of continuous improvement. Resource allocation, validation studies and retooling of standards, assessments and inventories are the practices of a system that is under constant refinement. Pennsylvania has a culture of openness and flexibility that insists on using data, not ideology, to drive policymaking. Therefore, many of the strategies described in this proposal are aimed toward improving on a solid foundation of systems. These improvements are not intended to tinker at the edges of the system, but rather to press those levers that will have a transformational impact on the quality of early education for Pennsylvania's children.

Local: Pennsylvania's approach is a strategy to reach out, community by community, to serve and support the children most at risk of falling behind and make what works in these communities available to other communities statewide. Over the next four years, Pennsylvania will target supports to 50 high-needs communities through enhanced technical assistance and competitive Early Childhood Education Community Innovation Grants. These grants will make

it possible for communities to assess their individual challenges for children succeeding in school, receive targeted technical assistance and implement strategies that address these challenges, particularly related to ensuring family, child, school and community kindergarten readiness (transition), family engagement in every aspect of a child's developmental growth and leadership in their communities and community connections. Additionally, success of the grantees will be made available to other communities through toolkits, roadmaps or mentoring.

Pennsylvania's major Early Learning and Development programs combine a universal and a local approach to address the gap in kindergarten readiness among different groups of children and to ensure that all children, including Children with High Needs, are fully prepared to succeed in kindergarten and beyond. All of Pennsylvania's Early Learning and Development programs provide specific supports for Children with High Needs. Below is a brief description of these programs:

Program	Program Description
Keystone STARS	The state's Tiered Quality Rating and Improvement System promotes quality in child care and Head Start programs. Programs that participate in Keystone STARS earn STAR designations according to their integration of STARS program quality standards, which are based on the state's Learning Standards for Early Childhood. Requirements for standards integration become more stringent at each successive STAR level.
Pennsylvania Pre-K Counts	Provides high-quality pre-kindergarten at no cost to families of children from age three until the entry age for kindergarten who live in families earning up to 300% of the federal poverty level. More than two-thirds of children enrolled in Pennsylvania Pre-K Counts in 2012-13 were also affected by risk factors other than poverty, including living in foster care, having limited English skills, or having disabilities or developmental delays.
Child Care Works	Subsidized child care program provides financial help to pay for child care for children with high needs living in families who meet work and income requirements. Families earning up to 200% of the federal poverty level are eligible.
Early Intervention	Provides children from birth to age five who have disabilities or developmental delays with services to help promote their development so they are successful in any early education setting. Services may include parent education, developmental therapies and other support services.
Head Start Supplemental Assistance Program	Provides comprehensive early learning services to children with high needs and families who are most at risk of academic failure. Families earning up to 100% of the federal poverty level are eligible to apply. Pennsylvania also invests in Head Start through its Head Start Supplemental Assistance Program.
Nurse-Family Partnership	Provides registered nurses to work with low-income first-time expectant mothers through a child's early years to ensure a healthy pregnancy and engage in activities with the baby after birth that will promote healthy development, and make plans for the future.
Parent Child Home Program	Provides a home visitor to help parents of children with high needs learn how to read and play with their children in a way that promotes early learning and builds a positive parent-child bond.
Pennsylvania's	Provides resources to community-based organizations to provide supportive services that help pregnant teens, teen parents, and young parents learn skills for strengthening families to prevent

Program	Program Description
Children's Trust Fund	child abuse and neglect.

In addition to administering these eight programs, Pennsylvania is also a grantee for the Early Head Start and Maternal, Infant, and Early Childhood Home Visiting Programs which funds Early Head Start, Nurse-Family Partnership, Healthy Families America and Parents as Teachers programs throughout the state.

(A)(1)(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period

Pennsylvania is a national leader in funding early learning and development. Even though it faced difficult budgets over the course of the recession, the state's investment grew 5% between 2010 and 2012.

In 2004, Pennsylvania focused its early learning investment strategy to make financial commitments targeted to increasing access to quality Early Learning and Development programs for children with high needs. These commitments included:

- State-funded Head Start services through the Head Start Supplemental Assistance Program. State-funded preschool program Pennsylvania Pre-K Counts.
 - Together, these programs are estimated to serve nearly 17,000 children with high needs in 2013-2014.
- Full implementation of the Early Childhood Mental Health Consultation program, which provides child-specific consultation services to address the social/emotional concerns of young children.
 - In 2012, the program served nearly 600 children in 400 Early Learning and Development programs in 51 of the state's 67 counties.
- Tiered reimbursement for Keystone STARS programs serving children who receive Child Care Works subsidies. These tiered reimbursements, for programs at STAR Level 2 and above, offset some of the additional costs for programs to provide high-quality care.
 - Since its introduction in 2008, the subsidy add-on has increased 500% for STAR 4 programs serving children who are enrolled full time.

- Federally-funded Maternal, Infant, and Early Childhood Home Visiting Program, to provide home visiting services to approximately 2,450 children with high needs each year for four years.

Governor Tom Corbett has made early childhood education a priority during his Administration. Even in the face of a \$4.2 billion budget deficit in 2011-12 and a \$700 million deficit in 2012-13, Governor Corbett proposed to maintain or increase funding for nearly every Early Learning and Development program each year. As Pennsylvania's economy continues its recovery, Governor Corbett has continued to make investments in quality early learning and development a priority by proposing increases to nearly every program in the 2013-14 state budget, resulting in a \$23 million increase in state funding for early learning and development programs. In addition, by implementing efficiencies in 2012-13, Governor Corbett was able to realize costs savings in the Child Care Works child care subsidy that will result in serving 1,600 additional High Needs families receiving child care subsidies in 2013-14.

(A)(1)(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs

Through targeted investments and enhanced family education efforts, Pennsylvania has increased access for Children with High Needs to high-quality programs over the past five years. Between 2007 and 2011, the number grew by an astounding 20 percent.³ More Children with High Needs are receiving child care subsidies are enrolled in state-licensed child care and quality Keystone STARS programs than ever before. Among them, children with disabilities or developmental delays receiving Early Intervention services in an ELD setting grew from less than 60 percent in 2007 to more than 70 percent in 2012.

Programs serving Children with High Needs include:

- Keystone STARS, the state's Tiered Quality Rating and Improvement System, promotes quality in child care and Head Start programs. Programs that participate in Keystone STARS earn STAR designations according to their integration of STARS program

³ The children served figure is not an unduplicated count; children may be served in more than one Early Learning and Development program at a time.

quality standards, which are based on the state's Learning Standards for Early Childhood. Requirements for standards integration become more stringent at each successive STAR level.

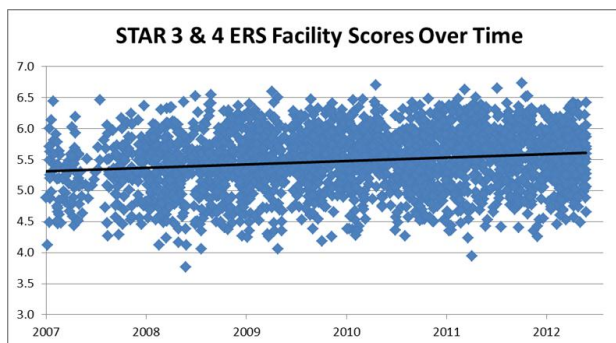
- Pennsylvania Pre-K Counts provides high-quality pre-kindergarten at no cost to families of children from age three until the entry age for kindergarten who live in families earning up to 300% of the federal poverty level. More than two-thirds of children enrolled in Pennsylvania Pre-K Counts in 2012-13 were also affected by risk factors other than poverty, including living in foster care, having limited English skills, or having disabilities or developmental delays.
- Child Care Works subsidized child care program provides financial help to pay for child care for children with high needs living in families who meet work and income requirements. Families earning up to 200 percent of the federal poverty level are eligible.
- Early Intervention provides children from birth to age five who have disabilities or developmental delays with services to help promote their development so they are successful in any early education setting. Services may include parent education, developmental therapies and other support services.
- Head Start provides comprehensive early learning services to children with high needs and families who are most at risk of academic failure. Families earning up to 100 percent of the federal poverty level are eligible to apply. Pennsylvania also invests in Head Start through its Head Start Supplemental Assistance Program.
- Nurse-Family Partnership provides registered nurses to work with low-income first-time expectant mothers through the child's early years to ensure a healthy pregnancy and engage in activities with the baby after birth that will promote healthy development, and make plans for the future.
- The Parent Child Home Program provides a home visitor to help parents of children with high needs learn how to read and play with their children in a way that promotes early learning and builds a positive parent-child bond.
- Pennsylvania's Children's Trust Fund gives resources to community-based organizations to provide supportive services that help pregnant teens, teen parents, and young parents learn skills for strengthening families to prevent child abuse and neglect.

One of Pennsylvania's strategies for improving access to high-quality programs has been to raise the quality of existing TQRIS programs. As mentioned earlier, the state's TQRIS system is called Keystone STARS and enrolled programs receive a rating from 1 (lowest) to 4 (highest). Keystone STAR 3 and 4 programs have the highest quality teacher education requirements, independent assessments of classroom environments, and observation and assessment of children's progress using a valid and reliable assessment tool.

Since Keystone STARS began as a pilot in 2002, there has been a steady increase in programs earning high-quality STAR 3 and 4 ratings. Since 2009, Pennsylvania has seen a 30% increase in the number of children under age five served in high-quality Keystone STAR 3 and 4 programs.

This growth can be attributed in large part (1) the Rising STARS initiative that seeks improve program quality, and (2) targeted communications and incentives to low-income parents to increase enrollment in high-quality programs.

Figure 2A: Note: Figure presents all available ERS facility scores for Keystone STAR 3 and 4 programs. Assessments are made at the classroom level. Each data point is a facility score.



Rising STARS: In 2012, Pennsylvania looked at more than a decade's worth of TQRIS data and found that there were high levels of churn among its lowest rated programs and that programs weren't rising as quickly as expected. In response, Pennsylvania introduced the Rising STARS initiative to incentivize child care programs to earn higher quality STAR 3 and 4 ratings and enroll more Children with High Needs into these programs. Incentives included increased tiered reimbursements at STAR three and four levels and adjustments to grants and awards to better offset the costs of higher quality care. As a result, the percentage of low-income children receiving Child Care Works child care subsidy enrolled in Keystone STARS programs has increased from 55 percent in September 2012 to 62 percent in June 2013.

Efforts to increase parent awareness about programs and to increase access to programs among low-income students also played a large part in increasing both child and program participation in Keystone STARS programs. Beginning in 2006-07, Pennsylvania consolidated child care

services for all families receiving subsidy into Child Care Information Services agencies so that all families receiving state assistance would receive counseling and resources about choosing quality early learning and development programs. Counseling services were coupled with an online database, Common Point of Access to Social Services (COMPASS), for searching early childhood programs. Nearly 40,000 families searched for early childhood education programs using the COMPASS online database in 2012-13, a 30 percent increase from its launch in 2008-09.

All of Pennsylvania's newest programs have been designed specifically to serve Children with High Needs with quality services. State-funded grants prioritized programs that served the highest risk children where the fewest quality early learning and development opportunities are available.

- State-funded Head Start Supplemental Assistance Program, created in 2004, is serving 11,930 children in 2013-14
- Pennsylvania Pre-K Counts, created in 2007, is serving 5,205 children in 2013-14

(A)(1)(c) Existing early learning and development legislation, policies, or practices

While this proposal touches on practices and policies in each of the focus areas, several key legislative changes have shaped the state's early learning and development programs over the past decade.

- 2006: State Board of Education approves regulations establishing standards for public school-based pre-kindergarten programs and community-based pre-kindergarten programs partnering with public schools. Some elements of the regulations include use of academic standards and teacher education requirements for community-based partners.
- 2007: Office of Child Development and Early Learning (OCDEL) creates a coherent organizational structure for all of the state's Early Learning and Development programs. Funded jointly by the Departments of Education and Public Welfare, and structured as a dual deputation, the Office administers and unifies child-serving systems. The governance and administration is described further in Section (A)(3) and is a unique characteristic of Pennsylvania. OCDEL implements policies and procedures that guide the development of

practices in each of the following RTT-ELC-defined areas: Early Learning and Development Standards, Comprehensive Assessment Systems, Health Promotion Practices, Family Engagement Strategies, Development of Early Childhood Educators, Program Performance, Kindergarten Entry Inventory, and Effective Data Practices.

- 2007: Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program are included in the Public School Code.⁴
- 2008: Pennsylvania releases updated Child Care Regulations, updating health and safety requirements and making them accessible and understandable to providers and parents. Pennsylvania's child care certification requires providers to share information on the child's growth and development with parents as part of their service agreement.
- 2009-10: new regulations are created for Pennsylvania Pre-K Counts that reinforce quality expectations of the program.⁵
- 2011: members of the Pennsylvania General Assembly create a bicameral Early Childhood Education Caucus; the Early Childhood Education Caucus is a bipartisan, bicameral alliance of 125 legislators who advocate for the continued funding and development of high-quality early childhood care and education programs in Pennsylvania.
- 2012: Child care subsidy expedited regulations enacted to create savings to create opportunities to support families.

Additionally, Pennsylvania's business community has long played a key role in early childhood policy. Established by executive order, the Early Learning Investment Commission includes CEOs of the state's largest corporations. The Commission is appointed by the Governor and responsible for informing key policy decisions and measuring the return on investment of the statewide system.

⁴ PUBLIC SCHOOL CODE OF 1949, ARTICLE XV-D, EARLY LEARNING PROGRAMS, <http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014.015D.HTM>

⁵ Title 22, Chapter 405 of the Pennsylvania Code, www.pacode.com/secure/data/022/chapter405/chap405toc.html

(A)(1)(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices

Early Learning and Development Standards

Pennsylvania's ELD Standards from birth through second grade are the foundation for all state-funded programs and represent a birth-12 continuum of learning. Created to inform curricula and assessments, these standards have been validated by independent evaluation. The standards include nine domains, which include the five domains identified by the U.S. Department of Education as essential to school readiness. In 2009, an independent evaluation of the standards determined that they were both aligned to 3rd-grade academic standards and suited to students with diverse needs. Refer to Appendix B for the Early Learning Standards and Appendix M for the Executive Summary of the Alignment Study.

The year after the validation study was completed, Pennsylvania began integrating its early learning standards into the Standards Aligned System (SAS), the K-12 online resource portal designed to provide educators with a framework and integrated tools to enhance their teaching effectiveness. To date, five of the domains for pre-kindergarten have been integrated. These include: reading, writing, speaking and listening, mathematics, and social and emotional development. Pre-kindergarten and kindergarten learning standards for early childhood in the curriculum framework format have been developed and scheduled for release and integration into the Standards Aligned Portal in the winter of 2013.

The pre-kindergarten and kindergarten learning standards have already been integrated into the performance standards for Keystone STARS. Early Learning and Development programs that participate in Keystone STARS must meet more stringent requirements for use of the standards and these requirements intensify at each progressive STAR level. For example, STAR 1 programs must have the Standards on hand, while STAR 4 programs must demonstrate that they use a curriculum that aligns with the Standards. See Appendix E for the Keystone STARS program standards.

The seven authentic assessment tools that Keystone STAR 3 and 4 programs, Pennsylvania Pre-K Counts, and Head Start Supplemental Assistance Programs can use to report child outcomes to the state all were verified to align with the early learning standards. See Appendix N for a listing of approved assessment tools.

Communication about standards – what children should know and be able to do at each developmental stage – is central to Pennsylvania’s parent engagement strategy. Therefore, the state has engaged in an aggressive campaign to make standards accessible to families, providers, and community-members through family-friendly activity calendars and Early Learning Standards wheels. The calendars and supplemental activities are published in English and Spanish, distributed statewide through Early Learning and Development providers and the Local Education and Resource Network partners, which conduct local community outreach, and are available on the Pennsylvania Department of Education’s and Pennsylvania’s Promise for Children websites. Nearly half a million guides were distributed to families in 2011-12. See Appendix R for a listing of family-friendly standards, resources and materials.

Comprehensive Assessment System

Pennsylvania uses a comprehensive assessment system to provide children access to the services they need as early as possible, to inform instructional practices and quality improvement at the provider level, and to ensure programs are meeting quality programs standards at the state level. See Appendix O for the revised report and guidelines on early childhood assessment. In keeping with Pennsylvania’s focus on local control, programs may choose from seven approved formative assessments that best meets their needs to report children’s progress. The state also takes a lead role in training providers to use assessments reliably. Further, assessment data are collected at the state level and are used to inform policies and practices. Pennsylvania’s comprehensive assessment system is comprised of four components:

1. ***Developmental screening.*** All state-funded programs must administer developmental screening to all children within 45 days of enrollment and make referrals when necessary.
2. ***Formative assessments.*** Between 2007 and 2009, Pennsylvania Pre-K Counts providers, Head Start, Keystone STARS 3 and 4 centers, and family group homes began conducting observation-based assessments using a valid and reliable authentic assessment tool

(aligned to Early Learning Standards). The tool incorporates teacher observation to measure child progress and captures results in a statewide data system. In 2012-2013, Pennsylvania expanded the number of approved tools that programs may use. Refer to Appendix A for information on state reporting of child outcomes. In 2012 Pennsylvania collected assessments for more than 35,545 children. Results are discussed in Section (C)(2).

3. ***Measures of Environmental Quality.*** Pennsylvania has implemented the nationally recognized Environment Rating Scales (ERS), which assess curriculum, schedule, and supervision and interaction to evaluate the quality of instruction in Keystone STARS and the Pennsylvania Pre-K Counts programs. Broadly used, in 2012-13, ERS assessors completed more than 1,700 assessments. Based on the Environment Rating Scale scores, the state has seen an impressive eight-year trend of increasing quality in STAR 3 and 4 facilities as seen in Figure 2A on page 18.
4. ***Measures of the Quality of Adult-Child Interactions.*** OCDEL encourages Head Start classrooms to use the Classroom Assessment Scoring System (CLASS™) to monitor the quality of adult-child interactions and is piloting the tool for use in Keystone STAR 3 and 4 classrooms with the intent of statewide implementation as a supplemental assessment tool.

Health promotion practices

Pennsylvania recognizes that to effectively prepare children for success in life, we must support physical, social and cognitive development. Health is a critical component of a child's healthy development of academic and social skills. In addition to integrating the support of children's physical and mental health into programs and early learning standards, Pennsylvania has launched several initiatives described below.

Health promotion standards: Standards ensuring child safety, physical health, social and emotional well-being:

Early Learning standards include domains defining standards for child health, wellness and physical development and social-emotional development. These standards help children build gross and fine motor skills; learn about healthy nutrition and activity habits and to avoid

potential hazards; recognize and label their feelings and self-regulation; develop a healthy self-image and build healthy relationships with adults and children. Pennsylvania's child care certification regulations are ranked 14th in the nation for effectively defining standards for protecting the health and safety of children by the National Association of Child Care Resource and Referral Agencies.

Health promotion screening

Child Care Health Consultation program began in 2007 in response to the need for additional health and safety information as identified by Environment Rating Scale scores. This program provides trained health and safety professionals to give consultation, technical assistance, and professional development to child care providers. In 2012-13, 164 Keystone STARS programs received Child Care Health Consultation services.

The Early Childhood Mental Health Consultation program provides child-specific consultation services to Keystone STARS programs to address the social/emotional concerns of young children. Mental health services are provided at the request of the director and teacher, with the permission of the child's parent or guardian. In 2012-13 mental health consultants served 583 children and their educators, 459 of which received referrals for other services.

Improving physical health

In the past two years, Pennsylvania has expanded its work to promote healthy nutrition and physical activity among children and families in early learning and development programs:

- ***I am Moving, I am Learning*** – Initially a Head Start program, OCDEL has expanded access to the I Am Moving, I Am Learning initiative from Head Start programs to all early childhood education programs.
- ***Keystone Kids Go!*** is an initiative in Pennsylvania focused on improving young children's nutrition and physical activity. The initiative is targeted toward early childhood practitioners from child care, Head Start, Early Intervention, family literacy, and pre-kindergarten programs.
- ***The Pennsylvania Nutrition and Physical Activity Self-Assessment*** for Child Care is an online continuous quality improvement intervention designed to help child care

providers improve the nutrition and physical activity practices within their early childhood care settings.

- Pennsylvania will continue to support and expand community-based health partnerships, like the Family Place libraries, which is an initiative that expands the role of public libraries to bring together families with local agencies and health care professionals to improve health literacy.

Social emotional health

Mind in the Making teaches professionals to recognize that social, emotional and intellectual learning are inextricably linked and Positive Behavioral Interventions and Supports training and resources.

Environmental health

Funded by The Heinz Endowments in partnership with the Office of Child Development and Early Learning, the mission of the Pennsylvania ECE Healthy & Green Initiative is to promote environmental health improvements in early learning programs, making facilities and programs healthier and less likely to negatively affect the health of children and early learning program staff. The initiative includes professional development and mini-grants. More than 100 early childhood programs participated in the professional development and submitted applications for the mini-grants.

Family engagement strategies

In 2008, Pennsylvania began requiring providers to give families a child services report twice each year detailing the child's strengths, next developmental milestones, and ways to help their child grow at home. The strategy was rooted in the understanding that family engagement is as critical a factor in child outcomes as teacher education or learning activities. According to a survey, of the nearly 15,000 families participating in Early Intervention, Head Start Supplemental Assistance Program, Keystone STARS 3 and 4 programs, Pennsylvania Pre-K Counts, and Early Head Start, 92 percent said that their child's teacher gave them ideas on how to support their child's development at home. Ninety-five percent said that they used information

on their child's performance to support their child's learning and development at home. See Appendix W for complete Family Survey data.

Pennsylvania's child care certification regulations, Early Learning Standards and program standards also require ongoing family engagement, with increasing communication at higher STAR levels. For example, Keystone STARS standards include greater levels of family engagement as programs earn higher STARS ratings. At STAR 2 and above, for example, providers are required to communicate with families *daily*. At STAR 3 and above, providers conduct at least two parent-teacher conferences per year to discuss children's progress and provide information on their child's assessment information. At STAR 4, the provider develops policies to engage families in program planning and decision-making.

Pennsylvania has also adopted the Strengthening Families™ framework and integrated it into its program standards and practices. Strengthening Families™ is an approach to working with families to prevent child abuse and neglect that builds upon their strengths, rather than focusing on their deficits. It is not a curriculum or a program, but instead offers a framework of five research-based Protective Factors that give parents what they need to parent effectively, even under stress.

Some of the opportunities Pennsylvania provides to assist parents in making choices about learning options for child care include:

- Pennsylvania Promise for Children, a public-private partnership with leading Pennsylvania foundations to raise awareness about the importance of quality early learning and help families make solid early learning choices.
- A network of Child Care Information Services (CCIS) agencies provides families with information on early learning options available and the benefit of choosing quality programs to all families in their local communities.
- COMPASS online database, which offers families detailed search capability for many of OCDEL's programs. Nearly 40,000 families searched for early childhood education programs using the COMPASS online database in 2011-12, a 30 percent increase from its launch in 2008-09. See Appendix S for a graphic illustrating Pennsylvania's Family Engagement Strategy.

Development of early childhood educators

Pennsylvania recognizes that the most important asset to ELD programs is its educators. The state has set high standards, provided opportunities for ongoing education, including certificate programs and tailored professional development opportunities for educators. See Appendix H for Pennsylvania's Workforce and Knowledge Competencies Framework.

Pennsylvania has among the highest education standards in the country for teachers – requiring, for example, that all Pennsylvania Pre-K Counts lead teachers have a Bachelor's degree and Early Childhood Education Teacher Certificate. Pennsylvania's Early Childhood Education Career Lattice, developed in 2006 and updated in 2011, is organized in eight levels that indicate the level of education required for positions in child care/school-age care, Early Head Start/Head Start, Early Intervention, public schools, private academic schools, consultants/mentors/trainers, and higher education faculty. See Appendix X for the Pennsylvania Early Learning Keys to Quality Career Lattice. Pennsylvania has created three professional credentials for early childhood educators – the Pennsylvania Director Credential, the Pennsylvania School-Age Professional Credential, and the Early Intervention Language Coach credential.

The state has also invested heavily in programs that allow educators to attend classes for free or at reduced tuition. In partnership with leading Pennsylvania foundations, Pennsylvania has increased early childhood educators' access to higher education through more than 50 articulation agreements between two- and four-year Institutes of Higher Education (IHE).

Additionally, Pennsylvania supports targeted and evidence-based professional development strategies (discussed further in (D)(2)).

Kindergarten Entry Inventory

Between 2007 and 2009, Pennsylvania began collecting and reporting aggregate outcomes on preschoolers' proficiency at the end of the program year for Pennsylvania Pre-K Counts, state-funded Head Start, and Keystone STAR 3 and 4 programs. Results consistently show that children make excellent progress throughout the school year and end the year with proficient language, math and social skills. Below is the percentage of four years olds enrolled in these programs that were proficient in the domain by the end of the 2012-13 program year.

2012-13 Pre-K Outcomes for 4 year olds with both a Fall and Spring Outcome Completed

	HSSAP		Pennsylvania Pre-K Counts		Keystone STARS	
	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
Approaches to Learning	21%	82%	28%	86%	40%	83%
Mathematical Thinking	12%	76%	21%	84%	31%	81%
Scientific Thinking	15%	79%	23%	85%	35%	83%
Health, Wellness and Physical Development	48%	94%	50%	95%	63%	93%
Language and Literacy	17%	80%	22%	82%	37%	82%
Social and Emotional Development	26%	85%	33%	88%	44%	84%

Count of Outcomes: HSSAP – 1,202; PKC – 5,148; STARS – 4,280

Kindergarten readiness for Pennsylvania is currently estimated based on district-specific readiness tools. Forty percent of districts (representing 39 percent of students) use a home-grown assessment to assess children at kindergarten registration based on letter and sound recognition, phonemic awareness, number sense, oral language, fine and gross motor skills, and listening skills as well as vision and health screenings. Twenty-five percent of districts (representing 22 percent of students) use an off-the-shelf assessment such as Ages and Stages, AIMSWeb, Bracken School Readiness Assessment, Brigance Early Childhood Screener, DIBELS, DIAL, PALS Pre-K, and Pearson’s Early Screening Profiles. Thirteen percent (representing 12 percent of students) use a combination of home-grown and off-the-shelf assessments; twenty-two percent don’t use an assessment.

Pennsylvania has also piloted and refined a valid, reliable and useful Kindergarten Entry Inventory (KEI) tool that can be expanded statewide. The inventory is based on Pennsylvania’s

Learning Standards for Early Childhood and the Pennsylvania's Academic Standards. The KEI includes 30 indicators and reports outcomes in the domains of: Social and Emotional Development; English Language Arts; Mathematics; Approaches to Learning; and Health, Wellness and Physical Development. The inventory takes approximately 15 minutes to complete per student, using multiple sources of evidence that have been gathered during the first 45 days of a student's kindergarten experience. See Appendix CC for the Inventory and Appendix DD for the 2012 KEI Pilot Report.

In 2012, more than 200 teachers assessed more than 4,000 kindergarten children using the KEI. Nearly 90 percent of teachers who participated in the pilot indicated that they were extremely or moderately confident that the KEI results accurately reflected each child's skill level at kindergarten entry.

Effective data practices

Pennsylvania has established uniform data collection through its Early Learning Network (ELN), a data system designed to guide instruction, inform state policies, and increase efficiencies across programs. Pennsylvania will not expand the collection of child data fields and in accordance with the Family Educational Rights and Privacy Act will not collect personal family data due to the implementation of this Race to the Top – Early Learning Challenge grant. Through ELN, the state collects two types of information:

- Child-level data, which is keyed to a unique child identifier common to both state public welfare and education data systems. This information includes family demographics (i.e., race, gender, ethnicity, birthdate, address), health information, service referrals, attendance information, and enrollment details.
- Program-level data, which is keyed to a unique provider identifier, which is the same teacher identifier system used in the K-12 system. This information includes program and workforce data such as teacher qualifications, benefits, turnover rates, and classroom quality rating scores.

Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program, Early Intervention, Keystone STARS, Child Care Certification and Child Care Works all use the ELN data system to

enter child and program data. These child outcomes inform program quality across Early Learning and Development programs.

In 2011, Pennsylvania created a virtual bridge to link ELN data to the K-12 data system, Pennsylvania Information Management System (PIMS), to be able to track and analyze data related to children's early learning and the transition to Kindergarten.

Evidence for (A)(1)

Table (A)(1)-1: Children from Low-Income⁶ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	59,515	42.3%
Toddlers ages 1 through 2	121,247	42.4%
Preschoolers ages 3 to kindergarten entry	188,894	42.4%
Total number of children, birth to kindergarten entry, from low-income families	369,656	42.4%
<i>U.S. Census Bureau, 2009-2011 American Community Survey and Pennsylvania State Data Center</i>		

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays⁷	89,810 ^a	10.4%
Are English learners⁸	21,727 ^b	2.49%
Reside on "Indian Lands"	0	0.0%

⁶ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

⁷ For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁸ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Are migrant⁹	749 ^c	0.1%
Are homeless¹⁰	18,103 ^d	2.1%
Are in foster care	7,596 ^e	1.0%
Other as identified by the State Describe: Children at or below 300% of the Federal Poverty Level	519,477 ^f	59.5%

^a # of children in programs and services funded by IDEA Part C and Part B, Section 619

^b # based on total PA population under 5 (Pennsylvania State Data Center, 2011) & % of PA school enrollments that are LEP (2011-2012)

^c PA Department of Education, 6/30/13

^d The National Center on Family Homelessness, 2009

^e AFCARS Longitudinal File prepared for Pennsylvania Department of Public Welfare, Office of Children, Youth and Families by Hornby Zeller Associates, Inc. (4/1/11-3/31/12) and Pennsylvania State Data Center 2011 state estimates by age

^f U.S. Census Bureau, 2009-2011 American Community Survey and Pennsylvania State Data Center 2011 state estimates by age Pennsylvania recognizes children in families earning between 200-300% of the poverty level as high needs based on analysis of data from the Early Childhood Longitudinal Study (ECLS-K) that showed that children in this income group significantly.

⁹ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

¹⁰ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify: Pennsylvania Pre-K Counts</i> <i>Data Source and Year: PELICAN, 2012-2013</i>	0	0	11,049	11,049
Early Head Start and Head Start¹¹ <i>Data Source and Year: Federal PIR, 2011-2012^a</i>	1,973	4,533	38,308	44,814
Programs and services funded by IDEA Part C and Part B, Section 619 <i>Data Source and Year: PELICAN EI, Fiscal Year End, June 30, 2013</i>	4,291	32,767	52,752	89,810
Programs funded under Title I of ESEA <i>Data Source and Year: Pennsylvania Department of Education, 2011-2012^a</i>	156		5,168	5,324
Programs receiving funds from the State's CCDF program Child Care Works <i>Data Source and Year: PELICAN, March 2013</i>	5,452	25,507	37,204	68,163

¹¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs receiving funds from the State's CCDF program Keystone STARS <i>Data Source and Year:</i> Estimated from PELICAN Child Care Works and Keys to Quality data, March 2013 ^b	7,612	35,737	60,397	103,746
Other <i>Specify:</i> Head Start Supplemental Assistance Program <i>Data Source and Year:</i> PELICAN, 2012-2013	0	0	4,379	4,379
Other <i>Specify:</i> Healthy Families America <i>Data Source and Year:</i> 2011-2012 ^a	145		0	145
Other <i>Specify:</i> Nurse-Family Partnership <i>Data Source and Year:</i> 2011-2012 ^a	5,002		0	5,002
Other <i>Specify:</i> Parent Child Home Program <i>Data Source and Year:</i> MIS Year-End Report, 2012-2013	5	17	188	211
Other <i>Specify:</i> Parents as Teachers <i>Data Source and Year:</i> 2011-2012 ^a	1,817		1,211	3,028

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other <i>Specify:</i> Private Academic Licensed Nursery Schools <i>Data Source and Year:</i> Pennsylvania Department of Education, 2012-2013	Not yet available			21,602 ^c
^a 2012-13 Data Not Yet Available. ^b The full estimate of children is included because the number of Children with High Needs receiving services in a Keystone STARS program is unknown ^c The full estimate of children is included because the number of Children with High Needs receiving services in a Private Academic Licensed Nursery School is unknown.				

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool <i>Specify: Pennsylvania Pre-K Counts</i>	1,866	18	339	2,832	7	534 ^a	5,453

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Early Head Start and Head Start ¹²	9,180	83	1,011	14,149	250	4,174 ^a	15,967
Early Learning and Development Programs funded by IDEA, Part C	4,514	37	834	5,401	11	1,760 ^a	24,501
Early Learning and Development Programs funded by IDEA, Part B, Section 619	6,216	54	1,071	8,240	19	2,068 ^a	35,084
Early Learning and Development Programs funded under Title I of ESEA	Not Yet Available						
Early Learning and Development Programs receiving funds from the State's CCDF program <i>Child Care Works</i>	9,066	67	797	35,100	8	2,996 ^a	20,129
Early Learning and Development Programs receiving funds from the State's CCDF program	5,203	91	1,936	10,530	54	5,119 ^a	38,744

¹² Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Keystone STARS							
Other <i>Describe:</i> Head Start Supplemental Assistance Program	936	12	194	1,426	6	267 ^a	1,538
Other <i>Describe:</i> Healthy Families America	13	0	0	21	0	73 ^a	38
Other <i>Describe:</i> Nurse-Family Partnership	11	0	2	12	0	4,974 ^a	3
Other <i>Describe:</i> Parent Child Home Program	Not Yet Available						
Other <i>Describe:</i> Parents as Teachers	45	1	0	1	1	2,600 ^a	380
Other <i>Describe:</i> Private Academic Licensed Nursery Schools	Not Yet Available						
^a To be consistent with other federal reporting, children with missing race and/or ethnicity are counted as Non-Hispanic Children of Two or more Races.							

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past Five Fiscal Years				
	2009	2010	2011	2012	2013
Supplemental State spending on Early Head Start and Head Start¹³	\$39,480,000 ^a	\$38,696,000 ^a	\$37,655,000 ^a	\$35,414,000 ^a	\$37,278,000 ^a
State-funded preschool <i>Specify: Pennsylvania Pre-K Counts</i>	\$86,412,000 ^a	\$85,512,000 ^a	\$83,620,000 ^a	\$80,184,000 ^a	\$82,784,000 ^a
State contributions to IDEA Part C	\$111,033,000 ^a	\$115,551,000 ^a	\$96,452,000 ^a	\$111,712,000 ^a	\$126,185,000 ^a
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$173,485,000 ^a	\$173,585,000 ^a	\$180,642,000 ^a	\$197,816,000 ^a	\$216,973,000 ^a
Total State contributions to CCDF¹⁴	\$106,967,244 ^a	\$99,064,925 ^a	\$107,593,453 ^a	\$105,161,883 ^a	Not yet available
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Exceeded by \$8,898,036 ^{a, b}	Exceeded by \$1,207,974 ^{a, b}	Exceeded by \$11,841,235 ^{a, b}	Exceeded by \$8,158,639 ^{a, b}	Met
TANF spending on Early Learning and Development Programs¹⁵	\$183,272,000 ^c	\$186,705,000 ^c	\$197,999,000 ^c	\$201,032,000 ^c	\$194,272,000 ^c
Total State contributions	\$700,651,253	\$699,115,935	\$703,963,464	\$731,321,895	\$657,494,013 ^d
^a State of Pennsylvania SAP Accounting System. ^b Estimated. ^c DPW Budget Office's TANF Worksheet. ^d Total does not include CCDF State contributions, grant is still ongoing.					

¹³ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.¹⁴ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.¹⁵ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁶				
	2009	2010	2011 ¹⁷	2012 ¹⁷	2013 ¹⁷
State-funded preschool (annual census count; e.g., October 1 count) <i>Specify: Pennsylvania Pre-K Counts</i>	11,841	11,863	11,359	11,268	11,049
Early Head Start and Head Start¹⁸ (funded enrollment)	29,064	32,367	32,982	33,630	33,630 ^{a,b}
Programs and services funded by IDEA Part C and Part B, Section 619 (annual December 1 count)	46,410	47,346	48,423	51,758	52,071
Programs and services funded by IDEA Part C and Part B, Section 619 (Fiscal Year End Data, June 30)	75,826	78,730	82,914	88,135	89,810
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	530,182	603,653	609,180	623,587	623,587 ^a
Programs receiving CCDF funds Child Care Works (average monthly served)	74,615	68,208	68,096	71,944	68,163
Programs receiving CCDF funds Keystone STARS ^c (average monthly served)	119,439	101,397	100,968	107,571	103,746 ^d
Other <i>Describe: Head Start Supplemental</i>	5,738	5,632	5,465	4,889	4,379
Other <i>Describe: Healthy Families America^e</i>				145	145 ^a
Other <i>Describe: Nurse-Family Partnership</i>	4,449	4,635	5,126	5,002	5,002 ^a
Other	1,600	1,324	215	208	211

¹⁶ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹⁷ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹⁸ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁶				
	2009	2010	2011 ¹⁷	2012 ¹⁷	2013 ¹⁷
<i>Describe:</i> Parent-Child Home Program					
Other <i>Describe:</i> Parents as Teachers	2,542	4,225	2,426	3,028	3,028 ^a
Other <i>Describe:</i> Private Academic Licensed Nursery Schools ^f					21,602
^a 2012; 2013 Data Not Yet Available.					
^b Table (A)(1)-3 includes cumulative enrollment numbers, while this number is funded slots so they do not match.					
^c The full estimate of children (birth through Kindergarten entry) is included because the number of Children with High Needs receiving services in a Keystone STARS program is unknown.					
^d Keystone STARS changed from a 5-tiered system to a 4-tiered system.					
^e There were no state or federally funded Healthy Families America programs in Pennsylvania prior to 2012.					
^f Unable to provide counts of children served prior to 2013.					

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify: Pennsylvania Pre-K Counts</i>	X	X	X	X	
Early Head Start and Head Start¹⁹	X	X	X	X	
Programs funded under IDEA Part C	X	X		X	
Programs funded under IDEA Part B, Section 619	X	X			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements	X (STAR 2 and above)	X (STAR 3 and above)	X (STAR 3 and above)	X (STAR 3 and above)	
State licensing requirements					
Other <i>Describe: Head Start Supplemental</i>	X	X	X	X	
Other <i>Describe: Healthy Families America</i>	X			X	
Other <i>Describe: Nurse-Family Partnership</i>	X		X	X	

¹⁹ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other <i>Describe:</i> Parent-Child Home Program	X	X			
Other <i>Describe:</i> Parents as Teachers	X		X	X	
Other <i>Describe:</i> Private Academic Licensed Nursery Schools	X	X			

Table (A)(1)-8: Elements of high quality health promotion practices currently required within the State

Please place an "X" in the boxes to indicate where the elements of high quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify:</i> Pennsylvania Pre-K Counts	X	X			
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C		X			

Table (A)(1)-8: Elements of high quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Programs funded under IDEA Part B, Section 619		X			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements	X	X	X	X (STAR 3 and above)	
State licensing requirements	X	X	X	X	
Other <i>Describe:</i> Healthy Families America	X	X			
Other <i>Describe:</i> Nurse-Family Partnership	X	X	X	X	
Other <i>Describe:</i> Parent-Child Home Program	X	X			
Other <i>Describe:</i> Parents as Teachers	X	X	X	X	
Other	X	X	X	X	

Table (A)(1)-8: Elements of high quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<i>Describe:</i> Private Academic Licensed Nursery Schools					

Table (A)(1)-9: Elements of a high quality family engagement strategy currently required within the State	
<i>Please describe the types of high quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool <i>Specify: Pennsylvania Pre-K Counts</i>	<p>From Pre-K Counts Statute, Regulations and Guidelines</p> <p>Linkages with other community supports: Collaborations are defined as coordination with community agencies whose work intersects with Pennsylvania Pre-K Counts programming. At a minimum, collaboration agreements are encouraged with Early Intervention, Head Start, Local Education and Resource Networks (LEARN) teams, and the community's early learning programs, including private nursery schools, local school districts, and community-based child care providers. Pennsylvania Pre-K Counts providers should reach out to the county Child Care subsidy agencies to coordinate funding for before and after child care that may be needed. Written agreements that specify the way in which referrals and enrollment are coordinated will ensure that families are informed of the process.</p> <p>Family Engagement Strategies: Engaging parents in their children's preschool experience has a positive impact on children's school readiness and success. Partnerships with parents should be multi-faceted, and culturally and linguistically sensitive. Pennsylvania Pre-K Counts providers should include strategies for parent engagement in their program handbooks and utilize the Partnership Standards within the Learning Standards for Early Childhood as the framework for these plans.</p>
Early Head Start and Head Start	Early Head Start and Head Start programs (including Head Start Supplemental Assistance Program) are required to follow the Federal Program Standards. The Program Standards specify the ways in which programs engage and support families. They include items such as: Family goal setting, Accessing community services and

Table (A)(1)-9: Elements of a high quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	resources, Services to pregnant women, Parent involvement in child development and education, Parent involvement in health, nutrition, and mental health education, Parent involvement in community advocacy, Parent involvement in transition activities, Community Partnerships, and Advisory Committees.
Programs funded under IDEA Part C	Programs funded under IDEA Part C are required to adhere to federal and state regulations. Family Engagement is at the core of all early intervention services and providers are required to support families' high level of participation by helping families to identify their priorities and interests of their children and to become lead team members in the planning and delivery of services for their children. Early intervention services are based upon the understanding that children learn from everyday interactions with familiar people, places and routines – families are at the center of these learning experiences. By design, early intervention services are individualized for every child. The early intervention team includes the family and identified caregivers to ensure supports and services are coordinated and comprehensive.
Programs funded under IDEA Part B, Section 619	Programs funded under IDEA Part B, Section 619, are required to adhere to federal and state regulations. Family Engagement is at the core of all early intervention services and providers are required to support families' high level of participation by helping families to identify their priorities and interests of their children and to become lead team members in the planning and delivery of services for their children. Early Intervention services are based upon the understanding that children learn from everyday interactions with familiar people, places and routines – families are at the center of these learning experiences. By design, early intervention services are individualized for every child. The early intervention team includes the family and identified caregivers to ensure supports and services are coordinated and comprehensive.
Programs funded under Title I of ESEA	Programs funded under Title I of ESEA much follow the federal legislation, regulation and policy guidance related to parent involvement. Lead Educational Agencies are required to involve parents in jointly developing parent involvement policies, school review and improvement efforts; coordinate and integrate their efforts with other programs; provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance; build the schools' and parents' capacity for strong parental involvement. At the state level, the State Parent Advisory Council (SPAC) advises PDE on many aspects of parent involvement – from working with children at home to developing partnerships among parents, teachers, administrators, and community leaders to create effective and engaging parent involvement programs.
Programs receiving CCDF funds	Child Care Works subsidized child care program. Per regulation, families receiving subsidized child care are required to have a face-to-face meeting with the Child Care Information Services agency in their county. At this meeting, parent counseling and

Table (A)(1)-9: Elements of a high quality family engagement strategy currently required within the State

Please describe the types of high quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	resource and referral information on early care and development programs, especially high-quality programs like Keystone STARS, is made available to the family as well as other community resources if needed.
Current Quality Rating and Improvement System requirements	<p>Pennsylvania's TQRIS system is built on the foundation of our State Licensing requirements. All programs need to meet these requirements. As programs move up the tiers, they need to meet the standards for the previous tiers.</p> <p>STAR 1: The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A family meeting is offered within 45 days of enrollment to encourage program-family partnerships and share initial observations and goals for the child. Program provides general information to families regarding transitioning children to another classroom or educational setting. At enrollment, families are provided with information regarding public, social and community services.</p> <p>STAR 2: Specific group or classroom information is shared with families daily using visual communication format. Individual child information is shared in written form with families on a daily basis for infants and toddlers, and there is a format and procedure for use on an as-needed basis for other age groups. Program transfers child's records, at the request of the family, when the child transitions to another education setting. Program creates, with input from families, a list of community/school stakeholders regarding child transition. Program includes age-appropriate activities for children to prepare for transition. At a minimum of once per year, written information on topics including health and human services, wellness, nutrition and fitness and/or child development is given and explained to families and staff. If applicable to the child, provider requests from families copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. A minimum of one family conference is offered per year to discuss the child's progress and behavioral, social and physical needs.</p> <p>STAR 3: A minimum of two family conferences are offered per year to discuss the child's progress and behavioral, social and physical needs. A written report of the child's progress is provided during at least one of these conferences Families are offered a group meeting to provide information regarding a child's transition to another classroom or higher educational setting and to encourage parents and their children to connect to the school setting by visiting.</p>

Table (A)(1)-9: Elements of a high quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting.</p> <p>Program participates in community/school transition activities as available.</p> <p>A plan is written and implemented describing procedures to refer families to appropriate social, mental, health, educational, wellness, and medical services</p> <p>Coordinate a minimum of one annual group activity to involve parents in meeting program learning goals.</p> <p>STAR 4:</p> <p>Program offers families an individual meeting to share specific information regarding the child's transition to another classroom or educational setting and to give families written information about the child's progress.</p> <p>If applicable to the child, provider, in conjunction with families and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives</p> <p>Program has policies that demonstrate engagement and partnership with parents in program planning and decision making.</p>
State licensing requirements	<p>Completion of a Child Services Report:</p> <p>Twice a year, regulated Child Care providers are required to provide family members a Child Service Report. The form is divided into the following three categories: (1) Child's strengths, as age appropriate; (2) The next developmental milestones, as age appropriate; and (3) You can help your child grow and develop, as age appropriate, at home. Each category lists the following four growth and development areas for review: Physical (fine motor and gross motor), Knowledge and Skills (approaches to learning, math, science and social studies), Social Emotional (personal-social), Communication, Language and Literacy.</p> <p>Child Care Centers and Group Child Day Care Homes:</p> <p>Communication with Parents:</p> <p>The operator shall establish oral or written communication in the language or mode of communication which is understandable to the parent. The operator shall make staff persons and parents aware of community resources for the family of a child who may have special needs. The Department will provide to the operator information regarding community resources.</p> <p>Parent access and participation:</p> <p>A parent of a child in care shall be permitted free access, without prior notice, throughout the center whenever children are in care, unless a court of competent jurisdiction has limited the parental right of access to the child and a copy of the order is on file at the facility. Opportunity shall be provided for parents to participate in the facility's program. The operator shall maintain a yearly file which documents general announcements to promote parent participation. The file shall be updated annually.</p> <p>Family Day Care Homes:</p>

Table (A)(1)-9: Elements of a high quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>Communications with Parents: The operator shall establish either oral or written communication in the language or mode of communication which is understandable to the parent. The operator shall make staff and parents aware of community resources for the family of a child who may have special needs. The Department will provide to the operator information regarding community resources.</p> <p>Parent access and participation: A parent of a child in care shall be permitted free access, without prior written notice, throughout the child care space whenever children are in care, unless a court of competent jurisdiction has limited the parental right of access to the child and a copy of the order is on file at the facility. Opportunities shall be provided for parents to participate in the facility's program.</p>
Home Visiting Programs (Maternal, Infant, and Early Childhood Home Visiting, MIECHV)	<p>Pennsylvania supports four different program models: Early Head Start, Healthy Families America, Nurse-Family Partnership, and Parents as Teachers. Programs are required to participate in OCDEL developed and delivered professional development, which includes supporting the Protective Factors of families (Strengthening Families). Programs are required to perform child assessments and communicate assessment information to families.</p>
Other <i>Describe: Pennsylvania Early Learning Standards</i>	<p>All programs that are funded through the Pennsylvania Office of Child Development and Early Learning are required to use the Early Learning Standards as a basis for their curriculum. The Early Learning Standards includes a key learning area: Partnerships for Learning. This key learning area outlines standards around:</p> <p>Connections: Shared Understanding of Family and School values, philosophies and cultures, including: Information Exchange, Home to School Connections, School to Home Connections</p> <p>Family Engagement, including: Shared Governance or decision-making, Special events and activities, Screening and assessment, Goal Development, Ongoing Progress Review, Community Supports</p> <p>Transition, including: Program Entry, Program Exit, Community Connections</p> <p>See Appendix B for Pennsylvania's Early Learning Standards</p>

Table (A)(1)-10: Status of all early learning and development workforce credentials²⁰ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Child Development Associate (CDA) Family Child Care	Yes	303	0.75%	See note below
Child Development Associate (CDA) Infant Toddler	Yes	2847	7.08%	See note below
Child Development Associate (CDA) Preschool	Yes	3883	9.65%	See note below
Child Development Associate (CDA) Home Visiting	Yes	43	0.11%	See note below
Director Credential	Yes	1364	3.39%	See note below
School-Age Credential	Yes	107	0.27%	See note below
<i>Note: The percentages are calculated based on information from the Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis for the Child Day Care Services Industry. Total workforce is 40,237.</i>				

²⁰ Includes both credentials awarded and degrees attained.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Child Development Associate (CDA)	1,000	Yes
Pennsylvania Key	364	Yes
Community Colleges	Academic Year 2011-12	
Allegheny	64	Yes
Beaver	0	Yes
Bucks	18	Yes
Butler	0	Yes
Delaware	25	Yes
Harrisburg	74	Yes
Lehigh Carbon	37	Yes
Luzerne	4	Yes
Montgomery	1	Yes
Northampton	113	Yes
PA Highlands	2	Yes
Philadelphia	61	Yes
Reading	14	Yes
Westmoreland	46	Yes
Four Year Higher Education <i>Pennsylvania State System of Higher Education (PASSHE)</i>	Academic Year 2012-13	
Bloomsburg University of PA	87	Yes
California University of PA	72	Yes
Cheyney University of PA	1	Yes
Clarion University of PA	132	Yes
East Stroudsburg University of PA	36	Yes
Edinboro University of PA	112	Yes
Indiana University of PA	92	Yes
Lock Haven University of PA	33	Yes
Mansfield University of PA	14	Yes
Millersville University of PA	71	Yes
Kutztown University of PA	118	Yes
Shippensburg University of PA	102	Yes
Slippery Rock University of PA	63	Yes
West Chester University of PA	189	Yes
Four Year Higher Education <i>Private</i>	Academic Year 2012-13	

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/ Not Available)</i>
Albright College	20	Yes
Allegheny College	1	Yes
Alvernia University	7	Yes
Antioch University	1	Yes
Arcadia University	50	Yes
Baptist Bible College & Seminary	10	Yes
Bryn Mawr College	1	Yes
Bucknell University	2	Yes
Cabrini College	26	Yes
Cairn University	9	Yes
Carlow University	27	Yes
Cedar Crest College	3	Yes
Chatham University	4	Yes
Chestnut Hill College	59	Yes
DeSales University	1	Yes
Dickinson College	4	Yes
Drexel University	9	Yes
Duquesne University	34	Yes
Eastern University	52	Yes
Elizabethtown College	29	Yes
Franklin and Marshall College	1	Yes
Gannon University	20	Yes
Geneva College	2	Yes
Grove City College	21	Yes
Gwynedd-Mercy College	46	Yes
Holy Family University	50	Yes
Immaculata University	23	Yes
Juniata College	9	Yes
Keystone College	22	Yes
King's College	15	Yes
La Salle University	11	Yes
Lancaster Bible College	7	Yes
Lebanon Valley College	23	Yes
Lincoln University	7	Yes
Marywood University	15	Yes
Mercyhurst College	27	Yes
Messiah College	40	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Misericordia University	11	Yes
Mount Aloysius College	9	Yes
Neumann University	52	Yes
Penn State	92	Yes
Philadelphia University	1	Yes
Point Park University	11	Yes
Robert Morris University	8	Yes
Rosemont College	1	Yes
Saint Francis University	16	Yes
Saint Vincent College	20	Yes
Seton Hill University	19	Yes
Susquehanna University	6	Yes
Temple University	103	Yes
Thiel College	2	Yes
University of Pennsylvania	4	Yes
University of Pittsburgh	75	Yes
University of Scranton	35	Yes
University of the Arts	1	Yes
University of the Sciences	1	Yes
Valley Forge Christian College	3	Yes
Villanova University	1	Yes
Washington and Jefferson College	10	Yes
Waynesburg University	11	Yes
Westminster College	44	Yes
Widener University	15	Yes
Wilkes University	6	Yes
Wilson College	2	Yes
York College of Pennsylvania	6	Yes

Note: Credentials issued by the Pennsylvania Key include the Pennsylvania Directors Credential and the Pennsylvania School-Age Professional Credential. Certification includes N to 3rd-grade and Pre-K to 4th-grade. The Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals are aligned with the Pre-K to 4th-Grade Teacher Certification requirements. Transfer and Articulation Oversight Committee (TAOC) instituted a policy requiring all state-owned two-year and four-year postsecondary institutions develop program-to-program articulation agreements. This type of transfer collaboration allows students who graduate with specified associate degrees to transfer as juniors into bachelor degrees in similar fields of study at designated four-year institutions. The fall semester of 2012 marked the launch of Statewide Program-to-Program Articulation in Pennsylvania.

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (<i>Specify</i>): Kindergarten Entry Inventory (KEI)	Y	Y	Y	Y	Y
Evidence of validity and reliability? (Y/N)	Reliability – Y; Validity - N				
Evidence of validity for English learners? (Y/N)	N	N	N	N	N
Evidence of validity for children with disabilities? (Y/N)	N	N	N	N	N
How broadly administered? (<i>If not administered statewide, include date for reaching statewide administration</i>)	Currently in Pilot Year Three. Plan to reach statewide administration in Fall 2016.				
Results included in Statewide Longitudinal Data System? (Y/N)	Y	Y	Y	Y	Y

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
PELICAN Provider Certification and Licensing System ^a			X ⁱ			X	
PELICAN Child Care Works ^b	X ^h		X ⁱ	X	X	X	X

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
PELICAN Early Intervention ^c	X ^h		X ⁱ	X		X	X
PELICAN Early Learning Network ^d	X ^h	X	X ⁱ	X	X	X	X
PELICAN Keys to Quality ^e			X ⁱ			X	X
PELICAN Pre-K Counts/Head Start State Supplemental ^f	X ^h	X	X ⁱ	X	X	X	X
PELICAN Provider Self Service ^g			X ⁱ		X	X	

^a PELICAN Certification and Licensing System is used to manage and create regulated child care providers and to certify/register that these providers meet the general health and safety standards for child care. The key building blocks of the Certification and Licensing System include Certification, Inspections, Complaints and Incidents, Sanctions, Administration, Correspondences and Reports. Regulated child care providers are created and assigned a unique program site identifier through the enterprise system as noted in item i below. Data on program structure and quality pertains to the physical attributes and environment of regulated child care providers.

^b PELICAN Child Care Works is the low-income, subsidized child care system used to assist in the management and administration of subsidized child care eligibility, enrollment and payment. The key building blocks of the Child Care Works system are Case Management, Financial Management, Provider Management, Online Attendance Tracking, Resources and Referrals, Workload Management, Correspondences and Reports. See item h below regarding the unique child identifier.

Unregulated, relative/neighbor, child care providers are created and assigned a unique program site identifier through the enterprise system access as noted in item i below. Regulated child care provider information is listed – as created within the PELICAN Certification and Licensing System. Early childhood educator demographic information for regulated, subsidized child care providers is self-reported and updated by either contractors (using hardcopy updates from provider locations) or by online updates using PELICAN Provider Self Service. It may include highest educational attainment for the program site director, number of classroom staff, number of classroom staff with two-year or four-year degrees and number of classroom staff with special education certification. Data on program structure and quality includes child-level enrollment suspensions, child-level enrollment cessation reasons, and child care provider quality ratings as designated within PELICAN Keys to Quality. For the child-level program participation and attendance information, child-level attendance details are recorded on a monthly basis (i.e. number of attended days per month) by contracted subsidized child care program administrators.

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<p>^c PELICAN Early Intervention is the system used for both the infant/toddler and preschool early intervention programs to manage the services and supports provided to children (birth through 5 years) with developmental delays and disabilities.</p> <p>The key building blocks of the PELICAN Early Intervention system are Case Management, Financial Management, Provider Management, Staff Management, Care Plan (individual support plan (ISP)/individual family support plan (IFSP)), Workload Management and Reports. See item h below regarding the unique child identifier. Unique early childhood educator identifiers are assigned and data is stored within PELICAN Early Learning Network. Early intervention providers are created and assigned a unique program site identifier through the enterprise system as noted in item i below. Early childhood educator demographic information contains educational attainment and credentials/licenses. It is collected for early intervention programs through PELICAN Early Intervention; the data is stored within PELICAN Early Learning Network. Data on program structure and quality includes care plan service management, service notes management by supports coordinators and record closure reasons. For the child-level program participation and attendance information, child-level program participation data is recorded – child-level attendance is not.</p> <p>^d PELICAN Early Learning Network is the outcomes reporting repository for participating program sites. It enables Pennsylvania to better understand the children served by its programs. It also offers a reporting solution that provides business intelligence used to improve program quality and the lives of children and families in Pennsylvania. The key building blocks of the Early Learning Network system include Child Enrollment, Staff Management, Attendance, Early Learning Outcomes, Alerts and Reports. See item h below regarding the unique child identifier. Unique program site identifiers are created and assigned through the enterprise system access as noted in item i below. Early childhood educator demographic information contains educational attainment and credentials/licenses. Data on program structure and quality includes program structure; quality rating and enrollment begin/end dates.</p> <p>^e PELICAN Keys to Quality is the system used to designate quality ratings and track technical assistance for program site locations participating in the Keystone STARS program. The key building blocks of the PELICAN Keys to Quality system include Provider Management, STARS Management, Grants Management, Fiscal Management and Technical Assistance. Provider information for regulated child care providers is listed as created within the PELICAN Certification and Licensing System. Provider information for other participating early learning programs is created using PELICAN's provider management functionality. Unique early childhood educator identifiers are assigned through a connection with the Department of Education's teacher certification system (Teacher Information Management System), and the data is stored within PELICAN Early Learning Network. The unique program site identifiers are created and assigned through the enterprise system access as noted in item i below. Early childhood educator demographic information contains educational attainment and credentials/licenses. Data on program structure and quality pertains to the physical attributes and environment of Keystone STARS participating providers and programs. It does not contain information regarding children or early childhood educators.</p> <p>^f PELICAN Pre-K Counts/Head Start State Supplemental is the system used to provide management, funding and oversight for the Pennsylvania Pre-K Counts and Head Start State Supplemental Assistance programs. The key</p>							

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<p><i>building blocks of the Pennsylvania Pre-K Counts/Head Start State Supplemental system include Waitlist, Transfers, Intake and Staff Management, Classroom Management, Caseload Management, Program Review Instrument, Waivers & Enrollment Planning and Reports.</i></p> <p><i>See item h below regarding the unique child identifier. Early childhood educator demographic information contains educational attainment and credentials/licenses; data is stored within PELICAN Early Learning Network. Unique program site identifiers are created and assigned through the enterprise system access as noted in item i below. Data on program structure and quality includes staff demographics information, educational level, director credentials, supervisory certificates and licenses and professional development credits.</i></p> <p><i>⁸ PELICAN Provider Self Service is the online system used to collect valuable information about Pennsylvania's early childhood programs and providers – some of which is made available to the general public through online provider search functionality. Early childhood programs access PELICAN Provider Self Service to update their own programmatic information for resource and referral purposes. In addition, prospective regulated child care providers can apply for a certificate of compliance or license. Existing regulated child care providers can choose to submit a renewal application for a certificate of compliance/licenses or conduct a certification self-assessment. Providers and other interested parties can also use Provider Self Service to report a complaint or incident involving a child care provider. In addition, subsidized child care providers are able to review and process their monthly child care attendance invoices using Provider Self Service. Early childhood programs are created and assigned a unique program site identifier through the enterprise system access as noted in item i below. Early childhood educator demographic information for early childhood programs is self-reported; it may include highest educational attainment for the program site director, number of classroom staff, number of classroom staff with two-year or four-year degrees and number of classroom staff with special education certification. Data on program structure and quality includes information about the work environment and quality ratings as designated within PELICAN Keys to Quality.</i></p> <p><i>^h Unique child identifiers are assigned through access to an enterprise system, Master Client Index (MCI), which is managed by the Department of Public Welfare.</i></p> <p><i>ⁱ Unique program site identifiers are assigned through access to an enterprise system, Master Provider Index (MPI), which is managed by the Department of Public Welfare.</i></p>							

(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals.

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is likely to result in improved school readiness for Children with High Needs, and includes—

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Pennsylvania’s children, especially Children with High Needs, deserve a solid foundation for learning, developed even before entry into kindergarten. The Rising STARS Agenda described in this proposal is advanced out of this belief in order to increase the odds of success for Pennsylvania’s children. The existing early learning and development foundation, as described in (A)(1), is innovative and comprehensive, but the Rising STARS Agenda demands more. This agenda combines creative approaches with best practices and statewide support with community focus. It challenges programs to move from good to great by providing assistance to the early learning and development workforce and offering local communities the opportunity to meet their needs and serve as exemplars for other High Needs communities.



Pennsylvania's Rising STARS Agenda will enhance quality early learning and development, including Children with High Needs, through the following strategies:

1. Empower communities through Early Childhood Education Community Innovation Grants to ensure that communities are able to address local needs.
2. Refine Keystone STARS tiered quality rating and improvement system to enhance access for Children with High Needs to high-quality early learning and development programs.
3. Revise early learning standards in all content areas to fully align with Pennsylvania's education standards to ensure a cohesive set of standards from birth-12.
4. Support the effective use of comprehensive assessment systems to better understand program outcomes and Pennsylvania's return on investment and to empower educators in making informed decisions.
5. Promote community access, awareness, and family engagement focusing on high-quality early learning.
6. Increase access and delivery of high-quality professional development to improve early learning and development program environments, especially for Children with High Needs.
7. Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies in order to better understand the status of children upon kindergarten entry.

8. Measure outcomes to improve instruction, practices, services and policies through data system enhancements; in accordance with the Family Educational Rights and Privacy Act, child data will be protected.
9. Conduct Governor's Institutes for Educators Pre-K to Grade 3 to increase dialogue and collaboration among early learning and development educators and K-12 teachers.

Each strategy, considered independently, is designed to improve individual areas of Pennsylvania's early learning and development system. Taken together, these strategies will transform the current early learning and development system into a more comprehensive and effective approach to better address Children with High Needs: ***This is the Rising STARS Agenda.***

(A)(2)(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers

This more comprehensive and effective system will allow Pennsylvania to improve outcomes for Children with High Needs, close the educational gap between Children with High Needs and their peers, and make improvements in program quality. Our Rising STARS agenda goals for improvement by 2018 include:

Improving program quality

- Participating Early Learning and Development programs rated in the top two tiers of TQRIS will increase by 100 percent.
- 100% of regulated Early Learning and Development programs will participate in TQRIS.
- Additional programs, including preschool early intervention and school districts, will be included into the TQRIS
- 25 percent more educators, most of whom teach in High Needs locations, will receive high-quality professional development

Improving outcomes for Children with High Needs statewide

- 100,000 new families will create Keystone Families First accounts, creating personal maps of actions to support their children's development and demand quality early learning opportunities in their communities.

- The number of Children with High Needs in top tier rated programs will increase by 100 percent
- Over 200,000 Children with High Needs will receive interventions and targeted services.

Closing the educational gaps between Children with High Needs and their peers

- 100 percent of Pennsylvania's 500 school districts will receive the Kindergarten Entry Inventory at no cost so that children entering kindergarten may receive an inventory of their skills.
- By 2016, 100 percent of state-funded child care programs will participate in TQRIS, thereby increasing screening supports and assessments to an estimated 25,000 Children with High Needs.
- The number of educators receiving professional development will increase by 25 percent.

(A)(2)(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals

Since 2002, Pennsylvania has engaged in a process of improvement of its Early Learning and Development systems and programs. The Rising STARS Agenda takes this improvement process to the next level. With RTT-ELC funds, Pennsylvania will be able to implement more innovative approaches while simultaneously executing statewide best practices. Pennsylvania's nine main strategies are: 1) Empowering communities through Early Childhood Education Community Innovation Grants; 2) Revising and expanding Keystone STARS tiered quality rating and improvement system; 3) Revising pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards; 4) Supporting effective use of comprehensive assessment systems; 5) Promoting community access, awareness, and family engagement focusing on high-quality early learning; 6) Increasing access and delivery of high-quality professional development of the ECE workforce, 7) Developing a no-cost universal Kindergarten Entry Inventory for all local education agencies; 8) Measure outcomes to improve instruction, practices, services and policies through data system enhancements; and 9) Conducting Governor's Institutes for Educators Pre-K to Grade 3.

Each strategy may seem very different than the next; however, every component of this plan is designed to improve the school readiness of Children with High Needs. This includes engaging

their parents, improving the programs by which they are served, increasing the knowledge of the Workforce, and providing more useful data to inform decision-making in programs, communities and by policymakers. Pennsylvania's plan requires change that Children with High Needs deserve, and change that Pennsylvania is ready to undergo.

Empower communities through Early Childhood Education Community Innovation Grants to ensure that communities are able to address local needs.

Pennsylvania is a diverse state, geographically, culturally and fiscally. Interventions that work in one community may not work for another. Rather than creating a statewide template for communities to use to address school district-early childhood linkages, family engagement and community connections, Pennsylvania will offer 50 competitive ECE Community Innovation Grants during Years 2-4 of the grant. This strategy is more fully described in (A)(3). These grants will support Innovation Zones to determine their own needs and solutions. In addition, annual evaluations will offer perspectives on how these Innovation Zones developed interventions can be scaled up statewide, if applicable.

Refine Keystone STARS tiered quality rating and improvement system to enhance access for Children with High Needs to high-quality early learning and development programs.

Pennsylvania's TQRIS is already a robust and mature system, but the proposed enhancements will allow Pennsylvania to document more information about programs. This program is more fully described in Section (B), but some key activities are:

- Including private academic nurseries, early intervention and school-based pre-kindergarten as rated provider types.
- Including standards related to screenings, health, and family engagement.
- Instituting a 5-STAR system with certification equating to STAR 1 so that all regulated child care programs, including those that serve two or more children, start on the path to quality improvement from day one.
- Revising incentives for providers and for parents by investigating Child Care Works co-pays for parents who choose quality services.

Revise early learning standards in all content areas to fully align with Pennsylvania's education standards to ensure a cohesive set of standards from birth-12.

Pennsylvania's standards, which are already widely used in many of Pennsylvania's Early Learning and Development programs, will be improved and revised, as discussed further in Section C(1). In order to ensure that the pre-kindergarten learning standards for early childhood are fully aligned with Pennsylvania education standards, they will be revised so that the Standards mirror the standards in the Standards Aligned System (SAS) portal. Infant Toddler standards will also be revised to reflect changes in the pre-kindergarten learning standards for early childhood and including a greater emphasis on cultural, developmental and linguistic appropriateness. Executive function skill standards exist for infant, toddler, pre-kindergarten and kindergarten and will be developed for Grades 1 and 2. Once the validity and reliability of Pennsylvania's revised Early Learning Standards is established, the state will continue to increase the consistency and rigor of implementation across all program types. The primary mechanisms for doing so will involve:

- Enhancing SAS to offer robust tools on the pre-kindergarten to third grade levels for standards aligned curriculum, instruction, assessment, materials and resources, and safe supportive schools.
- Developing asynchronous training modules on intentional implementation of comprehensive standards across all program types, to be housed on the PA Key LMS.
- Developing a PDII covering all revised Learning Standards for Early Childhood and focusing on more intentional implementation in all program types.
- Focusing on intentional comprehensive standards implementation as one component in targeted innovation grantee sites.

Support effective use of comprehensive assessment systems to better understand program outcomes and Pennsylvania's return on investment and to empower educators in making informed decisions.

The use of comprehensive assessments in early learning and development programs allows programs to better understand where children they serve are developmentally as discussed

further in Section (C)(2). Therefore, Pennsylvania will focus on improving access to, quality and application of birth-Pre-K assessment systems by:

- Continuing to improve the quality of its reporting frameworks and access to a birth to five authentic observation tool;
- Refining and validating the Early Learning Outcomes Reporting system; and
- Improving access and quality of professional development to support effective application of collected data.

Promote community access, awareness, and family engagement focusing on high-quality early learning.

Pennsylvania has a two-fold approach to family engagement, local and statewide as discussed further in Section (C)(4). On the local level, the ECE Innovation Grant communities will experience an increased focus on:

- Referrals to community resources;
- Involving families in programs; and
- Promoting smooth transitions for children between programs and schools.

Statewide, across all communities, Pennsylvania will:

- Increase the number of programs that must meet additional requirements for documenting parent communications;
- Enhance regionally based resource and referral agencies; and
- Communicate the importance of quality to parents when they apply for Child Care Works, Pennsylvania's subsidized child care support program.

Increase access and delivery of high-quality professional development to improve early learning and development program environments, especially for Children with High Needs.

The state has some of the most demanding educator requirements in the nation. Still, many of Pennsylvania's educators—particularly in rural areas—continue to have challenges with accessing the education and training that would improve outcomes for their students. Therefore, we outline in detail plans to increase access among educators to training and education opportunities; and to

better integrate standards into educator training programs in Sections (C)(4) and D. In order to improve Pennsylvania's workforce, we will:

- Fully integrate the new Core Knowledge Competencies (CKC) into the Workforce Registry and Training Catalog;
- Improve Pennsylvania's Learning Management System;
- Engage institutes of higher education in aligning course content to the revised CKC; and
- Continue to support progression of ECE staff along the career lattice in alignment with Governor Corbett's Rising STARS Tuition Assistance Program; the announcement is forthcoming.

Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies in order to better understand the status of children upon kindergarten entry.

Currently, Pennsylvania's Kindergarten Entry Inventory (KEI) is used by school districts that have participated in the three-year pilot program, but Pennsylvania is ready to expand opportunities for programs to use this important tool as discussed further in Section (E)(1).

Therefore, the state will:

- Conduct a research-based validation of the KEI;
- Create a linkage between the KEI and the pre-K-12 Standards Aligned System;
- Create reports for teachers, school districts, and communities to use to understand the status of children at aggregate level, upon kindergarten entry; and
- Require use of the KEI to Pennsylvania's Focus and Priority Schools as part of their Comprehensive Planning process.

Measure outcomes to improve instruction, practices, services and policies through data system enhancements.

Pennsylvania's early learning data systems have been analyzing vital information for years, but the next steps in making the systems more robust will focus on ensuring that this data is better connected to outcomes and providers as discussed further in Section (E)(2). Pennsylvania will not expand the collection of child data fields and in accordance with the Family Educational

Rights and Privacy Act will not collect personal family data due to the implementation of this Race to the Top – Early Learning Challenge grant. Activities will include:

- Enhancing the state longitudinal data system (SLDS) to include all children participating in an OCDEL-funded program;
- Developing provider self-service modules for Keystone STARS, Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program; and
- Improving data upload functionality to eliminate duplicative data entry.

Conduct Governor’s Institutes for Educators Pre-K to Grade 3 to increase dialogue and collaboration among early learning and development educators and K-12 teachers.

Early Learning and Development programs have the support of Pennsylvania’s communities, school districts, and, very importantly, Governor Corbett. He has made Early Learning and Development a priority in his tenure as Governor. As part of a grant from the National Governor’s Association, Pennsylvania will be hosting a Governor’s Symposium in December 2013 to bring together early education and K-3 education leaders. RTT-ELC funding will allow Pennsylvania to scale up this important collaborative work as discussed further in Competitive Priority 4.

The Rising STARS Agenda proposes week-long Governor’s Institutes which will:

- Bring early learning professionals from birth-5 and K-3 settings together in teams to focus on instructional strategies to promote a comprehensive set of early learning standards; and
- Support teams to develop an action plan which would be implemented in their local settings.

After the Governor’s Institutes, Pennsylvania will extend follow-up and support on the implementation of local team action plans on an ongoing basis through use of electronic Professional Learning Communities available through Pennsylvania’s Standards Aligned System, and through, at least one, face-to-face follow-up interaction with participants.

(A)(2)(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Pennsylvania's goal for continuous improvement of all Early Learning and Development programs and systems requires a comprehensive focus, and Pennsylvania's nine strategies address this. Pennsylvania's commitment to high-quality and accountable programs will be explained in Section (B), with a High-Quality Plan for the section as a whole documenting Pennsylvania's plan for improvement.

In its Statewide Plan for Early Learning and Development Programs, Pennsylvania has chosen to address (C)(1), (C)(2), and (C)(4); (D)(1) and (D)(2); (E)(1) and (E)(2); and Competitive Priorities 2, 4, 5 and Invitational Priority 6. The rationale for addressing the selected criteria in each focused investment area, including an explanation of why these selected criteria will best meet Pennsylvania's goals, is included in the evidence section on the following pages.

Pennsylvania chose not to design a High-Quality Plan specific to (C)(3) because this proposal addresses the whole child including health within Sections (B), (C)(2) and through the ECE Community Innovation grants. In fact, many of Pennsylvania's strategies for ensuring children's physical and mental health are integrated into Focused Investment areas and in these, we will address how specific current and future strategies will address health, behavioral and developmental needs.

Pennsylvania is building on a foundation of excellence. The state has made a historical commitment to Early Learning and Development Programs and has made significant financial and structural investments in its system to ensure long-term success and sustainability. Its foundation includes high standards, well-established data systems, and interagency partnerships that ensure that the state has sufficient capacity to implement its proposed agenda. An investment from the federal government through the Race to the Top-Early Learning Challenge will serve as a catalyst for these initiatives and become the driving force for better child outcomes in the state. In addition, because Pennsylvania often serves as a model for other states, this investment will provide returns on a national level.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

- ☒ (C)(1): Developing and using statewide, high quality Early Learning and Development Standards.
- ☒ (C)(2): Supporting effective uses of Comprehensive Assessment Systems.
- ☐ (C)(3): Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ☒ (C)(4) Engaging and supporting families.

(C)(1)

Pennsylvania was one of the first states in the country to develop and align early learning standards to Grade 3 academic standards. Pennsylvania is now working toward improving learning standards for early childhood through intentional focus on cultural, linguistic and developmental appropriateness. Infant and Toddler standards will be revised to reflect language appropriate for all early care and education programs. And Executive Function Skill Standards will be developed for Grades 1 and 2 and embedded into the Standards Aligned System (SAS) portal. Pennsylvania will demonstrate the foundational role early childhood instruction serves in ensuring students are ready by Grade 3. This work will focus on informing teachers and administrators about curriculum and assessment, and guide the selection of program materials and the design of instruction; informing parents from diverse populations of developmental and age-appropriate expectations for children; and providing a common framework for community-based work on curriculum, assessment, and transitions.

(C)(2)

OCDEL's Comprehensive Assessment System provides a solid foundation for helping programs and early childhood educators to improve child outcomes. Despite that solid foundation, however, there remains a need to ensure effective tracking and follow-up of screening; increase the reliability of outcomes; and ensure comprehensive systems of assessments use standards as their foundation, drive continuous quality improvements and drive curricular decision making—particularly in programs serving Children with High Needs.

(C)(4)

Because family engagement is critical therefore Pennsylvania has focused on giving parents more choices in their children’s education and providing them with the information they need to make informed decisions. While the state has developed standards and initiatives that support family engagement, these initiatives must be integrated through a coordinated statewide strategy. The state also wants to reach all families with Children with High-Needs, not just those currently participating in its Early Learning and Development programs. To reach more families, Pennsylvania must strengthen the capacity of local communities to develop their own family engagement strategies and help providers who serve high-needs families guide them to make quality early learning choices. The ECE Community Innovation grants are a key component of Pennsylvania’s family engagement strategy, the successful outcomes of which will be scaled up for the rest of Pennsylvania’s families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

- ☒ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- ☒ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

(D)(1)

Pennsylvania’s workforce development plan rests upon striving toward continuous quality improvement. Pennsylvania has already made great strides to develop a common statewide progression of credential and degree opportunities aligned with the Core Body of Knowledge. One of Pennsylvania’s biggest opportunities for growth is in professional development that includes content relevant to cultural, linguistic and ability diversity. As more Children with High Needs are served by Early Learning and Development programs, it is imperative for Knowledge Mediators and early learning professionals to keep pace and to continue to “dig-deeper.” And with over 130,000 users of the Workforce Registry accessing professional development and navigating the professional development and career pathways system, it is essential that there be

a coordinated and clear communication plan in place to support consistent, clear information for early learning professionals.

(D)(2)

The state has a mature system of technical assistance and professional development, but recognizes opportunities to increase its effectiveness. For example, the state plans to increase targeted incentives for program directors, teachers, coaches, trainers, and higher education faculty/advisers because there is a need to increase staff qualifications, particularly among those who serve Children with High Needs. Additionally, Pennsylvania is committed to better serve rural communities and to provide cross-sector professional development by creating linkages between Pennsylvania's Workforce Registry and other appropriate state Professional Development systems.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*

- ☒ (E)(1) Understanding the status of children's learning and development at Kindergarten entry.
- ☒ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(E)(1)

Pennsylvania is in its third year of piloting and refining a Kindergarten Entry Inventory, which 37 school districts and four charter schools are using in 2013. And while at least 78 percent of districts use some kind of kindergarten readiness tool, Pennsylvania has lacked a consistent method to assess kindergarten readiness. This absence of a common tool makes it difficult to gauge school readiness, compare statewide outcomes across districts, allocate and prioritize resources for early childhood programs, and inform policy makers, particularly in regard to closing the achievement gap. This agenda makes the development and dissemination of a valid, no-cost Kindergarten Entry Inventory to Early Learning and Development programs a key priority.

(E)(2)

Pennsylvania began developing its data systems in 2002; prior to that time, the Early Learning and Development information systems were decentralized and relied on antiquated information technology and manual reporting with no real-time information available. Since then, Pennsylvania has worked to develop a single integrated system for all early childhood programs to centralize program data and allow administrators to effectively and systematically manage Early Learning and Development programs. Having developed an integrated system, Pennsylvania is looking for advanced strategies to improve instruction, practices and policies.

(A)(3) Aligning and coordinating early learning and development across the State

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation in and commitment to the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State's Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining—

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

Pennsylvania's Rising STARS Agenda: Empower communities through Early Childhood Education Community Innovation Grants to ensure that communities are able to address local needs.

For a decade, Pennsylvania has built a strong and well-coordinated Early Learning and Development system with a very effective governance structure that has become a national model. The structure provides clearly-defined roles and responsibilities for the agencies and individuals in charge of leading Early Learning and Development efforts, articulates decision-making processes, and creates formal avenues through which Early Learning and Development programs, educators, and families can be involved in planning and implementing Early Learning and Development initiatives, including the proposed RTT-ELC grant project.

The plan for Pennsylvania's proposed RTT-ELC grant-funded activities is driven by Governor Corbett's early childhood education policy. This plan has the full support of the administration, the General Assembly's bipartisan, bicameral Early Childhood Education Caucus, associations serving early learning and development programs, and community organizations. See Appendix C for Letters of Support from Legislators and Other Stakeholders.

(A)(3)(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing

(A)(3)(a)(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective

Pennsylvania's Early Learning and Development governance structure includes multiple state agencies that work together to facilitate interagency coordination, streamline decision-making, and effectively allocate resources, and create long-term sustainability. The participating state agencies that form the Early Learning and Development governance structure are:

State-level governance:

- **The Office of Child Development and Early Learning (OCDEL)**, a dual deputation of the Departments of Education and Public Welfare. The latter will serve as the lead agency for the proposed project.
- **The Pennsylvania Department of Education (PDE)**, including: 1) OCDEL; 2) the Office of Elementary and Secondary Education (includes private academic licensed nursery schools and the Homeless Education, Migrant Education, English Language Learners, Special Education and Education Leading to Employment and Career Training Programs), 3) the Office of Administration (includes the Food and Nutrition Program), 4) the Office of Commonwealth Libraries, 5) the Office of Postsecondary and Higher Education (including the Family Literacy Program), 6) Information Technology staff, 7) School District Pre-K Programs, 8) programs funded by Title 1 of the Elementary and Secondary Education Act, 9) PDE-designated attorneys from the Office of General Counsel; and 10) PDE Directors from the Offices of Policy, Legislative Affairs and Press.
- **The Department of Public Welfare (DPW)**, including: 1) OCDEL, 2) the Office of Mental Health and Substance Abuse Services, 3) the Office of Children, Youth and Families, 4) the Office of Developmental Programs (services for individuals with disabilities, autism), 5) the Office of Income Maintenance (including eligibility for programs such as TANF, food stamp program, home heating assistance, Medicaid, employment and training services, child support, and County Assistance Offices which determine eligibility for child care services for TANF families), 6) Office of Medical Assistance Programs, 7) Office of Long-Term Living, 8) the Office of Administration's Bureau of Information Systems, 9) DPW-designated attorneys from the Office of General Counsel; and 10) DPW Directors from the Offices of Policy, Legislative Affairs and Press.

- **The Department of Health**, including: 1) the Office of Health Promotion and Disease Prevention, including the Home Visiting, Title V Maternal and Child Health Service Block Grant Programs, and the Women, Infants, and Children (WIC) Program, and 2) the Office of Public Health and Preparedness, including Public Health Centers.
- **Commissions and Councils**. Each of these identities provide guidance and feedback to OCDEL on its policies and practices. They provided their recommendations for Pennsylvania's RTT-ELC plan through conference calls and face-to-face meetings. Each will also receive the opportunity to discuss the progress of the grant and recommendations for implementation throughout the grant period through regular meetings and conference calls when appropriate.
- **The Pennsylvania Early Learning Council (ELC)**, established by executive order in 2008, is a 50-member council of gubernatorial appointees who serve for a three-year term. The role of the Council is to advise OCDEL with recommendations on early learning policies and practices. The ELC meets three times a year as a vehicle to have robust discussion and input related to OCDEL's Strategic Planning and implementation efforts.

ELC members represent a broad array of stakeholders, including: parents (specifically parents of children with high needs); Early Learning and Development organizations (including the Pennsylvania Head Start Association, Early Intervention program, child care programs, Child Care Works, and the Pennsylvania Pre-K Counts Program); other education organizations and state agencies (including the Pennsylvania School Boards Association, Pennsylvania School Districts, the Pennsylvania Department of Health, and the Office of Mental Health and Substance Abuse Services); and private businesses and community-based organizations. A complete scope of work for ELC is included in the OCDEL-ELC Memorandum of Understanding (MOU), in Appendix D.

- **The State Interagency Coordinating Council (SICC)**, a 50-member group of gubernatorial appointees comprising the parents of children eligible for Early Intervention services and representatives from the Pennsylvania Departments of Education, Health, and Public Welfare. The SICC, which meets six times a year, is convened by federal statute. Its mission is to ensure that a comprehensive delivery system

of integrated Early Intervention programs and services is available in Pennsylvania to all eligible infants, toddlers and young children and their families. A letter of support from SICC is included in Appendix C.

- **The Early Learning Investment Commission (ELIC)**, established by Executive Order in 2008, is a group of 76 gubernatorial appointees who represent businesses across the state. The group works to ensure the capacity of the future workforce by supporting efforts to strengthen early childhood programs to adequately prepare young children for future school, college, and career success. The ELIC supports regional commissions across Pennsylvania who educate citizens, other business leaders, and legislators about the benefits of quality early childhood education and conducts local activities to support quality early education. A letter of support from the ELIC is included in Appendix C.

Regional governance and administration

The Pennsylvania Key and five Regional Keys, established in 2005, work with OCDEL to provide state and regional leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education. The Early Learning Keys to Quality System coordinates professional development, access to higher education, STARS designations, community collaborations and technical assistance. The Regional Keys will monitor and provide targeted technical assistance to the Early Childhood Community Innovation Zones described below.

Local administration – Early Childhood Education Community Innovation Zones

Pennsylvania recognizes that communities with Children with High Needs often experience many challenges that make it difficult for children to succeed in school and in life. Some of these challenges can be addressed through state policy, but many require local collaborations and solutions. Pennsylvania proposes establishing 50 local Early Childhood Community Innovation Zones based on the neighborhoods that serve the lowest-performing elementary schools in the state as designated by Pennsylvania's ESEA Flexibility Waiver. Each Early Childhood Education Community Innovation Zones will conduct a comprehensive needs assessment and receive:

Intensive supports from the state and Regional Keys to:

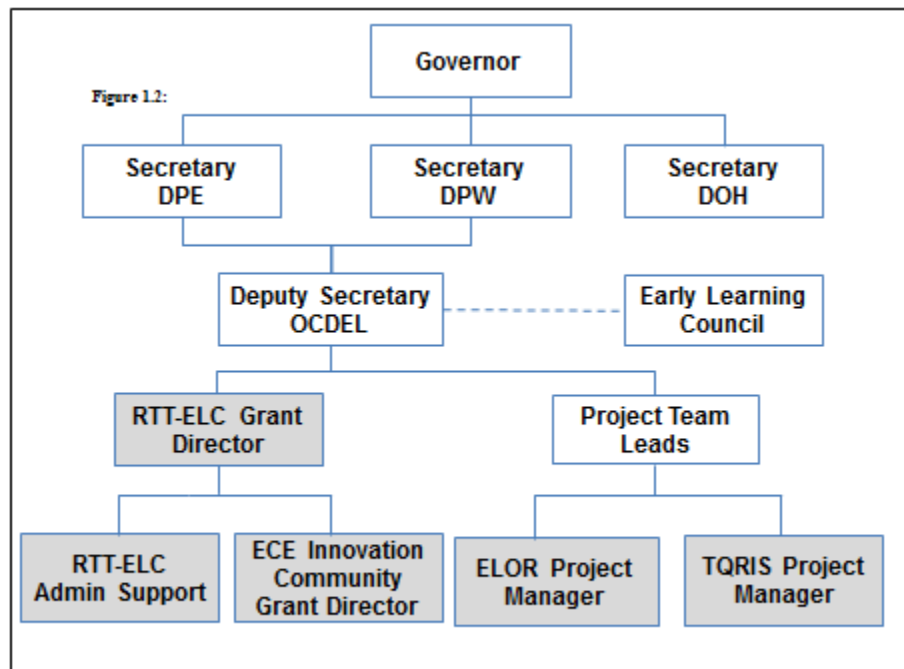
- Increase appropriate use of developmental screening tools so children can receive the interventions they need as early as possible and educators can adjust their instructional practices and program to best meet the children they serve; and
- Support the elementary school to assess every child at kindergarten entry.

Grants to implement strategies to:

- Increase family supports and engagement;
- Develop stronger relationships between early childhood programs and school districts to build birth – 3rd-grade alignment; and
- Strengthen the network of community organizations that serve families with young children.

The most effective strategies and best practices will be documented so they can be replicated in other communities.

Pennsylvania will build on the existing governance structure to manage the RTT-ELC grant. An organization chart is shown in figure 1.2 below:



OCDEL will serve as the lead agency for the proposed RTT-ELC with oversight from the Governor's Office and the Secretaries of Education and Public Welfare. OCDEL will establish an RTT-ELC team, including a Grant Director who will oversee the grant. A full-time ECE Innovation Grant Coordinator will support this team to manage the process for managing the grant administration processes for the innovation grants. In addition, OCDEL will develop a web-based intranet communications portal for all ECE Community Innovation grantees and grant managers to monitor grants, share progress and grant-related information.

OCDEL will also involve the key Early Learning and Development councils in the management of RTT-ELC grant-funded activities on an ongoing basis:

- Early Learning Council: The Deputy Secretary of OCDEL, or her designee(s), will report on RTT-ELC grant activities and progress at each of the three annual ELC meetings. Because the OCDEL Deputy Secretary and representatives from other Participating State Agencies serve on the council, the ELC will play a significant role in implementing the state's RTT-ELC plan. Continuous feedback and recommendations will be solicited from these valued ELC members on Race to the Top-Early Learning Challenge activities.
- The State Interagency Coordinating Council: The Deputy Secretary of OCDEL, or her designee(s), will report on RTT-ELC grant activities and progress at each of SICC's six annual meetings. This group is experienced at making recommendations about children with developmental delays and disabilities and will be helpful in this arena. Feedback will be solicited from SICC members and this feedback will be included in RTT-ELC activities as appropriate.
- The Early Learning Investment Commission (ELIC): ELIC will also provide significant support to OCDEL in implementing the RTT-ELC plan. The ELIC meets twice per year at the State Capitol in the spring and autumn. They also meet in regional groups throughout the year. They will receive updates from the OCDEL Deputy Secretary, or her designee, and provide feedback.

(A)(3)(a)(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State's Interagency Coordinating Council for Part C of IDEA, and other partners, if any

As the lead agency responsible for the grant, OCDEL will make policy decisions related to the grant with the approval of the Governor's Office and the participating state agencies, the Departments of Education and Public Welfare.

The Early Learning Council, SICC, and ELIC will continue to provide support on the policies, progress and recommendations for the continued work of the grant through regular committee meetings and conference calls when needed. The ECE Community Innovation Zones will convene to share strategies and provide feedback on the progress in their individual communities. Table (A)(3)-1 at the end of this section provides specific information about the governance-related roles and responsibilities of each Participating State Agency.

(A)(3)(a)(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes

Decision-making processes will vary depending upon the nature of the issues involved.

Decisions regarding statewide early childhood policy require the consent of the Governor's Office. These decisions rest with the Policy Directors of the Department of Education and/or the Department of Public Welfare, and with the Governor's Policy Office. The policy decisions proposed do not require regulatory or legislative action.

Most operational decisions do not require the direct consent of the Governor and can be made with the guidance and approval of the Secretary of Education or the Secretary of Public Welfare, both of whom will receive regular updates from OCDEL regarding RTT-ELC progress and plans and will be able to make fully informed decisions about grant-funded activities.

Following discussion, disputes or differences of opinion may occur about how to proceed on certain matters. It is the role of the Office of the General Counsel to make final decisions regarding legal disputes. A process for dispute resolution is clearly defined within each Memorandum of Understanding and entails a collaborative process followed by an enforcement process, as appropriate to the situation.

(A)(3)(a)(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant

Pennsylvania has already established avenues through which representatives from key stakeholder groups have been and will continue to be involved in planning and implementing proposed grant-funded activities. These other stakeholders include Early Childhood Educators and other representatives from Early Learning and Development providers, parents and families, including parents of Children with High Needs, and businesses and community-based organizations and the process through which these groups have been involved in planning is described in (A)(3)(a)(1) above. Each of these groups will continue to be involved in implementing the grant activities in the following ways:

- The ELC will continue to provide input and feedback to OCDEL regarding the plan through its regularly scheduled meetings (three times annually) and through the work of its subcommittees, which include: a). Child Care Works, b). Keystone STARS, c). Pennsylvania Pre-K Counts, d). Early Childhood Mental Health, e). Early Learning Career Preparation and Development, f). Early Learning Network, and g). Parent Advisory Council.
- Like the ELC, the SICC will continue to provide input and feedback to OCDEL regarding the plan through its regularly scheduled meetings (six times annually).
- The ELIC will provide feedback to OCDEL on grant activities and progress at its semi-annual meetings.

(A)(3)(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency

Participating State Agencies are enthusiastically committed to the State Plan described in this proposal. This commitment also includes their ongoing work within the established governance structure that guides all state ELD efforts and will also guide the activities of the proposed plan. Each Participating State Agency has demonstrated its commitment by developing and finalizing a Memorandum of Understanding (MOU). Each MOU document includes:

1. Terms and conditions that reflect the agency's strong commitment to the State Plan, including terms and conditions designed to align and leverage the agency's existing funding to support the State Plan,

2. Scope-of-work descriptions that require the agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development programs that will participate, and
3. The signature of an authorized representative of the agency.

Evidence for (A)(3)(b) includes a list of all agencies providing an MOU for this project. The fully executed and countersigned MOU is included in Appendix D. Each MOU includes specific language that describes both the responsibilities of the Participating State Agency and OCDEL and the joint responsibilities shared by the Agency and OCDEL. Each MOU also describes recourse in the event of any parties' failure to perform their agreed-upon duties and responsibilities. Exhibit I for each MOU lists each Participating State Agency and outlines the agency's Scope of Work as it relates to each required criterion in this proposal.

(A)(3)(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining

(A)(3)(c)(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils

Table (A)(3)-2 includes a list of every Early Learning Intermediary Organization and local early learning council in the State and indicates which organizations and councils have submitted letters of intent or support. A copy of each letter of support from Early Learning Intermediary Organizations can be found in Appendix C.

(A)(3)(c)(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

The following additional groups of stakeholders have provided letters of support for the state's proposed Early Learning and Development plan: Elected Officials; Business Community;

Foundations; Commonwealth of Pennsylvania Departments and Agencies; Early Childhood Programs (Birth-K); Education Service Agencies (K-12); Regional Education Service Agencies; Child Care Information Service Agencies; Institutions of Higher Education; Community Service and Advocacy Agencies; Early Learning Intermediary Organizations. A copy of each of these letters is included in Appendix C.

(A)(3) High-Quality Plan

Align and coordinate early learning and development across the State and empower communities through ECE Community Innovation Grants.

(a) Key Goals:

Pennsylvania's statewide coordination and local empowerment strategy will achieve the following results:

- a. Pennsylvania will support the ECE Community Innovation Grant strategy through every stage in the process – implementation, evaluation and scale-up.
- b. In order to ensure that the Innovation Grant awardees can benefit from other's experience, Pennsylvania will provide assistance for ongoing communication between awardees and between awardees and the State.
- c. Statewide coordination for successful implementation of the State Plan, including robust stakeholder engagement and communication, strong fiduciary controls and transparency, and capable program management.

(b) Activity Summary and Rationale:

- a. Pennsylvania's governance structure provides a solid foundation upon which to build the ECE Community Innovation Grants. OCDEL will provide general oversight and communication facilitation for all ECE Local Innovation Grant activities, while local organizations will have the opportunity to address local challenges with local solutions.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Identify and hire a qualified Grant Director.	1/1/14	<i>Through the end of the grant</i>		Grant Director is hired.
2	Identify and hire a Grant Administrator.	1/1/14	<i>Through the end of the grant</i>		Grant Administrator is hired.
3	Identify and hire an ECE Innovative Community Grant Director.	1/1/14	<i>Through the end of the grant</i>		Community Grant Director is hired.
4	Determine, convene stakeholder group/listening tours in potential ECE Community Innovative Grant areas.	5/11/14	4	9/30/14	Stakeholder group is convened.
5	Develop communications/marketing strategy for ECE Community Innovative Grant.	9/1/14	2	11/30/14	Communications/marketing strategy is developed.
6	Identify and contract Pennsylvania Regional Key Coordinators to administer the grant process locally.	9/1/14	2	11/30/14	Coordinators are contracted.
7	Finalize distribution process for ECE Community Innovative Grant.	10/1/14	2	12/31/14	Distribution process is finalized.
8	Develop a competitive RFP for ECE Community Innovative Grant.	11/1/14	2	1/31/15	RFP developed.
9	Develop and launch a shared portal in order to mechanize sharing amongst selected ECE Community Innovative Grant areas.	11/1/14	6	5/31/15	Shared portal is launched.
10	Distribute RFP to potential ECE Community Innovative Grant areas.	1/1/15	2	3/31/15	RFP distributed.
11	Conduct RFP evaluation process and award first year contracts to 50 communities.	3/1/15	3	6/31/15	50 communities are awarded contracts.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
12	Provide technical assistance communication to support the implementation of the ECE Community Innovative Grants.	1/1/15	36	12/31/17	Technical support is provided.
13	Convene ECE Community Innovative Grant area stakeholders to share, learn, modify and improve services.	1/1/15	36	12/31/17	Stakeholders are convened.
14	Conduct evaluation process to determine regional grant effectiveness and scale findings statewide.	3/1/16	3	6/30/13	Evaluation is conducted, findings scaled statewide.
15	Conduct RFP evaluation process and award second year contracts to 50 communities.	3/1/16	3	6/30/13	50 communities are awarded contracts.
16	Conduct evaluation process to determine regional grant effectiveness and scale findings statewide.	3/1/17	3	6/30/17	Evaluation is conducted, findings scaled statewide.
17	Conduct RFP evaluation process and award third year contracts to 50 communities.	3/1/17	3	6/30/17	50 communities are awarded contracts.
18	Conduct evaluation process to determine regional grant effectiveness and scale findings statewide.	3/1/18	3	6/30/18	Evaluation is conducted, findings scaled statewide.
19	Perform independent annual audit on overall effectiveness of the grant. Occurs once a year for three months starting Year 2.	1/1/16	36	12/31/16	Audit performed (annually).
20	Engage in sharing effective program practices and solutions and collaboratively solving problems through technical assistance workshops with US Departments of Education and HHS.	1/1/14	48	12/31/17	Effective practices and solutions shared.

(d) Responsible Party

- a. OCDEL will hire the Grant Director and Grant Administrator.
- b. The Grant Director will be responsible for evaluating and selecting a Communications Manager, monitoring progress on the RTT-ELC projects and share effective practices and solutions through technical assistance workshops.
- c. The Grant Administrator will manage the selection and implementation of the 50 ECE Community Innovation grants and, together with regional coordinators, evaluate the effectiveness of the grants and document best practices that could be implemented across the state.
- d. The Communications Manager will develop and launch a shared portal in order to mechanize sharing amongst selected ECE Community Innovative Grant areas

(e) Funding Narrative:

- a. The total budget for this project is \$20,075,116 with \$15,237,616 directly from the RTT-ELC grant.
- b. Of this portion of RTT-ELC funding includes \$11.25 million in funding to support the ECE Community Innovation Grants.
- c. To better support Competitive Priority 5, over \$1 million will be allocated to four Regional Keys with large rural populations.
- d. Three key personnel are funded within this project to provide management and oversight of the RTT-ELC grant as well as the administration of local funds.
- e. From a sustainability perspective, this investment is designed to identify and replicate effective local practices thus building long term capacity and sustainability.

(f) Supporting Evidence:

- a. N/A

(g) Focus on Children with High Needs:

- a. A child with High Needs in the small town of Clover, Pennsylvania, will have some different needs than a child with high needs in Philadelphia, Pennsylvania. Both communities, if given the opportunity, will develop different solutions designed to

address these needs. This is the core belief behind the development of the ECE Community Innovation Grants – giving communities resources to develop local solutions to local challenges. By supporting this process, Pennsylvania hopes to improve the outcomes of children with highest needs quickly and comprehensively.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Office of Child Development and Early Learning (OCDEL)	<ul style="list-style-type: none"> • Serve as the lead agency for the application and implementation, should a grant be awarded. • Work closely with leadership in the Departments of Education and Public Welfare and the Governor’s Office through existing meeting structures to fulfill the grant proposal. • Oversee the work of all other participating state agencies to ensure adherence to the proposal and full implementation of the plan during the time of the grant period, including working collaboratively to ensure scopes of work are carried out. • Continue to administer and supervise the following programs and ensure plans related to these programs are carried out: CCDF, Section 619 of Part B IDEA, Part C of IDEA, State-funded preschool through Pennsylvania Pre-K Counts and Head Start Supplemental Programs, home visiting through the Nurse Family Partnership and the Maternal, Infant and Early Childhood Home Visiting Program, Head Start Collaboration Grant and child care licensing. • Provide information to and be open to feedback from the participating state agencies, advisory groups, early learning intermediary organizations and other stakeholders. • Identify sources of technical assistance for the project as needed.
Department of Education (PDE)	<ul style="list-style-type: none"> • Implement all tasks and activities outlined in the PDE scope of work. • Abide by the governance structure and the budget. • Participate in all relevant meetings. • Provide feedback and advice to OCDEL.
Department of Public Welfare (DPW)	<ul style="list-style-type: none"> • Implement all tasks and activities outlined in the DPW scope of work. • Abide by the governance structure and the budget. • Participate in all relevant meetings. • Provide feedback and advice to OCDEL.
Department of Health (DOH)	<ul style="list-style-type: none"> • Implement all tasks and activities outlined in the DOH scope of work. • Abide by the governance structure and the budget. • Participate in all relevant meetings. • Provide feedback and advice to OCDEL.
Other Entities	
State advisory council on early childhood education and care	<ul style="list-style-type: none"> • Provide feedback to OCDEL on grant activities and progress at annual meetings and through staff
State Interagency Coordinating Council for Part C of IDEA	<ul style="list-style-type: none"> • Provide feedback to OCDEL on grant activities and progress at each of the SICC’s six annual meetings

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Other <i>Specify:</i> Early Learning Investment Commission (ELIC)	<ul style="list-style-type: none"> Provide feedback to OCDEL on grant activities and progress at both of the ELIC's semi-annual meetings.

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Bridges to Success for Your Homeless Children	Y
Butler County Early Care and Educational Council	Y
Delaware Valley Association for the Education of Young Children (DVAEYC)	Y
Early Intervention Provider Association of Pennsylvania (EIPA)	Y
Education Law Center	Y
Pennsylvania American Academy of Pediatrics (PA AAP)	Y
Pennsylvania Association for the Education of Young Children (PennAEYC)	Y
Pennsylvania Association of Intermediate Units (PAIU)	Y
Pennsylvania Child Care Association (PACCA)	Y
Pennsylvania Early Learning Council (ELC)	Y
Pennsylvania Early Learning Investment Commission (ELIC)	Y
Pennsylvania Head Start Association	Y
Pennsylvania Partnerships for Children	Y
Pennsylvania School Boards Association (PSBA)	Y
Pittsburgh Association for the Education of Young Children (PAEYC)	Y
Special Education Advisory Panel (SEAP)	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
State Interagency Coordinating Council (SICC)	Y
Statewide Coalition of Early Intervention Advocates (EICOA)	Y
The Beaver County Local Interagency Coordinating Council/Parents in Partnership	Y
The Tender Bridges Advisory Council-BCIU	Y
<i>Pennsylvania has no local early learning councils. Child Care Information Services Grantees are responsible for resource and referral work.</i>	

(A)(4) Developing a budget to implement and sustain the work of this grant.

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

(A)(4)(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used

OCDEL's budget of approximately \$1.4 billion directly and indirectly impacts the children with high needs and their families for whom the RTT-ELC plan intends to improve outcomes. Table (A)(4)-1 lists the early learning program funding streams that OCDEL manages and the corresponding amounts. The largest portion of the \$1.4 billion provides direct services to Children with High Needs who are the focus of the RTT-ELC application. Direct services include Child Care, Head Start, Evidence-Based Home Visiting, Early Intervention, and State Pre-School. While not all inclusive, children currently receiving OCDEL early learning services

represent the immediate benefactors of the state plan –Children with High Needs will benefit from higher program quality, improved child outcomes and closing of the readiness gap.

In 2013-14, Governor Corbett’s final budget included a \$23 million increase in state funding for children with high needs to attend high-quality programs, such as Keystone STARS, Pennsylvania Pre-K Counts, Early Intervention, and Head Start Supplemental Assistance Program.

Nearly every project proposed in the RTT-ELC is currently leveraging or will leverage other funding sources. Pennsylvania has long demonstrated its ability to leverage public-private partnerships. Since 2003, Pennsylvania has secured nearly \$20 million in funding through public-private partnerships for early learning and development.

Notably, Pennsylvania was one of the first states supported by the Build Initiative, which has provided funding to the state to improve early childhood education systems, such as child care subsidy rate setting, professional development system, creating racial equity in state policies and practices, TQRIS and financing, and community and family engagement.

Since 2004, Pennsylvania has also engaged in a public-private partnership with three leading Pennsylvania foundations – The Heinz Endowments, William Penn Foundation, and the Grable Foundation. Projects include piloting the Early Childhood Mental Health Consultation project; the Pre-K Counts public-private partnership which informed the quality standards of Pennsylvania Pre-K Counts; early learning outcomes assessment and reporting; higher education engagement; digital media literacy; promoting environmental health; and community and business engagement.

And finally, regional business partnerships in six regions of the state have invested over \$1 million in private funds in their communities for community education, pre-k scholarships for children through the Pre-K EITC program and bridge loans for early childhood professionals to earn college credits.

ECE Community Innovation Grants

RTT-ELC funds are requested to provide technical assistance and grants to 50 Early Childhood Education Community Innovation Zones. Pennsylvania will leverage the funds allocated

annually to the five Regional Keys from state and federal infant-toddler earmark and quality set-aside CCDF funds to provide enhanced technical assistance and supports to these grantees. Additional parent engagement strategies funded by RTT-ELC will move Pennsylvania closer to reaching its goal of having parent demand (not additional state spending) increase the supply of high-quality programs.

Family engagement

The private funders listed above continue to support the development of Pennsylvania's Promise for Children and the beta version of Keystone Families First, the full plan for development of which is included in this RTT-ELC application.

Revision of Keystone STARS

RTT-ELC funds are requested to expand the Keystone STARS program, Pennsylvania's signature quality rating and improvement system. Pennsylvania has been committed to QRIS for over a decade and currently invests \$33.8 million annually from the Child Care Development Block Grant into STARS, including the quality, school-age, and infant toddler set-asides. The federal funds, supported by an additional \$24 million in state dollars, support provider financial awards, professional development, technical assistance, environmental ratings, designations and other STARS-related quality initiatives. Approximately \$165,000 over two years of private funding from the Grable Foundation is supporting mentoring efforts to help family child care providers in western Pennsylvania participate in Keystone STARS and increase their STAR levels. Head Start State Collaboration resources have been and will continue to be leveraged to recruit and include Head Start programs in Keystone STARS. Expanding Keystone STARS to include additional programs and increasing workforce effectiveness will be accomplished based on a solid infrastructure and a compatible information technology system. Pennsylvania is in discussions with the William Penn Foundation about a research project to validate the STARS standards.

Revise pre-kindergarten early learning standards

Pennsylvania leveraged funds to integrate its pre-kindergarten and kindergarten early learning standards into SAS. Funding is being requested in RTT-ELC to enhance the system with robust tools that support the pre-kindergarten to third grade continuum. Pennsylvania was also recently awarded a \$25,000 grant from the National Governors Association to implement strategies to build commitment to birth through third grade reform and improve transitions for children from early childhood to K-12 education – initiatives that will complement this work.

Professional development

Pennsylvania's professional development system for early childhood educators has been supported through state and CCDF quality set aside. The initial purchase of the Learning Management system in development, which is in the RTT-ELC grant, was supported by \$166,000 funds through Pennsylvania's ARRA funding.

Kindergarten Entry Inventory

The three pilots of the Entry Inventory were supported by federal SLDS funds to develop the tool and recruit and train teachers to use the tool.

Comprehensive Assessment and Early Learning Outcomes Reporting (ELOR)

Assessment companies whose assessment tools are approved for use by Pennsylvania's early learning and development funds invest their corporate resources to build the system to communicate child outcomes to Pennsylvania's ELN.

Measure outcomes to improve instruction, practices, services and policies through data system enhancements

Pennsylvania proposes that RTT-ELC funds be targeted to data usage and analytics for educators, providers, and the community. Pennsylvania annually commits nearly \$22 million to Pennsylvania's Enterprise to Link Information on Children Across Networks (PELICAN) early learning data systems for Subsidized Child Care, Early Intervention, Pennsylvania Pre-K Counts, Keys to Quality, Online Provider Search, Provider Self-Service, Regulated Child Care Certification, and Early Learning Network. Approximately \$13 million is invested from Temporary Assistance for Needy Families Block Grant, Child Care Development Fund Block

Grant, and Medical Assistance Information Technology funding. The state share is approximately \$8 million. Additional funds of up to \$4 million per year over each of the past four years were invested using state longitudinal data system grant funds

Other programs supplemented by current federal and state resources include:

- Early childhood literacy efforts, supplemented annually by \$5.7 million in Striving Readers and \$489,000 in Parent Child Home Program.
- The home visiting scheduling initiative will aid service coordinators in the Early Intervention Program funded at \$493 million, Nurse-Family Partnership Program funded at \$14.5 million and Evidence Based Maternal, Infant, and Early Childhood Home Visiting Program funded at \$16 million.
- State Advisory Council funding (\$1.2 million) was also available for data usage and analytics, child outcomes and parent engagement strategies. Note that Pennsylvania's State Advisory Council is called the Early Learning Council. Council funds for data auditing were allocated to ensure the integrity of Early Learning data.

(A)(4)(b): Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that

The way in which Pennsylvania will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan is addressed in the Budget Section (Section VIII of the application).

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
Child Care Development Block Grant – Direct Child Care Services	\$301,857,000	\$301,857,000	\$301,857,000	\$301,857,000	\$1,207,428,000
State dollars – direct child care services	\$280,497,000	\$280,497,000	\$280,497,000	\$280,497,000	\$1,121,988,000
TANF – direct child care	\$31,686,000	\$31,686,000	\$31,686,000	\$31,686,000	\$126,744,000

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
services					
Food Stamps-direct child care services	\$13,508,000	\$13,508,000	\$13,508,000	\$13,508,000	\$54,032,000
Social Services Block Grant – direct child care services	\$30,977,000	\$30,977,000	\$30,977,000	\$30,977,000	\$123,908,000
Child Care Development Block Grant – Quality initiatives including set-asides	\$33,857,000	\$33,857,000	\$33,857,000	\$33,857,000	\$135,428,000
State dollars Child Care Quality Initiatives	\$23,965,000	\$23,965,000	\$23,965,000	\$23,965,000	\$95,860,000
State Longitudinal Data Systems	\$422,948	\$0	\$0	\$0	\$422,948
Federal Early Head Start	\$1,263,429	\$1,263,429	\$1,263,429	\$1,263,429	\$5,053,716
Federal Evidence Based Home Visiting	\$11,905,770	\$11,905,770	\$11,905,770	\$11,905,770	\$47,623,080
Nurse Family Partnership Program (state funds)	\$11,978,000	\$11,978,000	\$11,978,000	\$11,978,000	\$47,912,000
Nurse Family Partnership Program (Medical Asst. funds)	\$2,544,000	\$2,544,000	\$2,544,000	\$2,544,000	\$10,176,000
Parent Child Home Program (State Funds)	\$489,000	\$489,000	\$489,000	\$489,000	\$1,956,000
IDEA Part C	\$14,180,703	\$14,180,703	\$14,180,703	\$14,180,703	\$56,722,812
Medical Assistance Part	\$58,276,000	\$58,276,000	\$58,276,000	\$58,276,000	\$233,104,000

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
C Program					
State Dollars for Part C	\$127,974,000	\$127,974,000	\$127,974,000	\$127,974,000	\$511,896,000
IDEA Part B 619	\$13,035,171	\$13,035,171	\$13,035,171	\$13,035,171	\$52,140,684
IDEA Part B 611	\$30,982,064	\$30,982,064	\$30,982,064	\$30,982,064	\$123,928,256
Medical Assistance Part B Program	\$12,825,580	\$12,825,580	\$12,825,580	\$12,825,580	\$51,302,320
State Dollars for Part B	\$221,973,000	\$221,973,000	\$221,973,000	\$221,973,000	\$887,892,000
Head Start Collaboration	\$213,143	\$213,143	\$213,143	\$213,143	\$852,272
Striving Readers Literacy Program	\$5,700,000	\$5,700,000	\$5,700,000	\$5,700,000	\$22,800,000
State Preschool	\$87,284,000	\$87,284,000	\$87,284,000	\$87,284,000	\$349,136,000
State Head Start	\$39,178,000	\$39,178,000	\$39,178,000	\$39,178,000	\$156,712,000
<i>This table represents the total program dollars that OCDEL manages and is intended to provide reviewers with the scope of OCDEL's Early Learning Continuum. These programs either have a direct or indirect impact on achieving the outcomes in the State Plan. Fiscal Year 2014 represents Pennsylvania's Fiscal Year 2014-15 (July 1 - June 30). Future fiscal years are estimated based on allocations available in State Fiscal Year 2014-15.</i>					

(A)(4)(c): Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded

Pennsylvania has developed three key strategies for sustaining the work of the Race to the Top Early Learning Challenge following the grant period. First, Pennsylvania will use RTT-ELC funding to improve early learning and development networks that the state can maintain without additional funding following the grant period. These networks, which will be cost-neutral once they are implemented, include:

- Expanding the Keystone STARS Quality Rating and Improvement System to bring additional early learning programs into the system, thereby increasing the number and

percentage of Children with High Needs who have access to high-quality early learning environments. The state will use RTT-ELC funds during the project period to increase participation in STARS by Private Academic Nursery Schools, Early Intervention, and Title I programs operated by school districts. RTT-ELC funding will enable Pennsylvania to plan and implement additional STARS activities, to provide enhanced STARS technical assistance for programs that serve children with high needs, and to provide professional development to providers about the STARS system and the services available to them through that system.

- Refine and validate the statewide Early Learning Outcomes Reporting system to ensure the common use and reporting, across programs, Authentic observational assessments are used to measure children's outcomes. RTT-ELC funding will enable Pennsylvania to validate the system, and provide professional development for teachers.

The state has proposed sufficient funding to complete both the STARS expansion and the Early Learning Outcomes Reporting project and set an ambitious, yet realistic, timeline to have both projects finished by the end of the grant period. Once the projects are complete, the state will be able to maintain the systems through its current operating budget, without additional support.

Pennsylvania's second strategy to ensure the sustainability of its RTT-ELC-funded initiatives is *reallocation of existing resources to accomplish new goals*. As discussed earlier, Pennsylvania has made a significant commitment to and investment in Early Learning and Development, doubling its investment in programs, from approximately \$600 million in 2000 to more than \$1.4 billion today. At the end of the grant period, some of these extensive resources will be reallocated to sustain and expand the work of Governor Corbett's Rising STARS early childhood initiatives included in this Race to the Top plan.

For example, reallocation of resources will support the planned expansion of Keystone STARS into Early Intervention 619. To monitor compliance with the Individuals with Disabilities Education Act which funds Early Intervention services for preschoolers with disabilities, Pennsylvania uses a Peer Monitoring System. Pennsylvania plans to use RTT-ELC funds to adapt the Early Intervention Peer Monitoring System Tool to include Keystone STARS quality rating elements. RTT-ELC funds will also be used to train the state's existing cadre of peer monitors regarding the new compliance expectations associated with participation in the

Keystone STARS Program. Following the grant period, existing funding for the Peer Monitoring System Tool will be reallocated to include monitoring of the Keystone STARS elements.

The third, and perhaps most important, way that Pennsylvania will sustain planned RTT-ELC-funded activities is by *maintaining and expanding stakeholder commitment to the state's early childhood education initiatives*. Pennsylvania is proud to have a wide range of deeply committed champions of early childhood education who understand and advocate for Pennsylvania's Early Learning and Development efforts. These champions include:

- Governor Tom Corbett. Governor Corbett has declared that Early Childhood Education is one of his priorities and has reinforced this commitment by endorsing the Rising STARS Agenda, this Race to the Top-Early Learning Challenge plan.
- The Early Learning Investment Commission (ELIC). Pennsylvania's ELIC represents a group of 76 business leaders who are committed to the state's continuing leadership in Early Childhood Education through the return on investment for Early Learning and Development programs, which includes savings from reduced special education and other costs to school districts and future revenue and societal benefits high-quality early learning programs create by ensuring that Pennsylvania has a well-educated workforce in coming years.
- The Early Childhood Education Caucus. Since January of 2009, this 125-member, bipartisan, bicameral group of influential state leaders, led by Senator Pat Browne (R) and Representative Phyllis Mundy (D), has continually championed early childhood issues in the Pennsylvania General Assembly.
- The Early Learning Council (ELC). This 60-member group of champions represents stakeholders from across Pennsylvania, including groups such as Parents of Young Children, Head Start programs, Pre-K Counts programs, School Districts, Child care programs, advocacy groups, and practitioners. Co-Chaired by Mr. Bill Isler, President of Family Communications, Inc./Mr. Rogers Neighborhood, and Dr. Barbara Minzenberg, Deputy Secretary of OCDEL, this group will receive progress reports from the Race to the Top OCDEL Team, and have opportunities to provide input and recommendations to inform grant activities. The ELC will also ensure ongoing support of leading edge Race to the Top initiatives subsequent to the grant period.

- Using this three-pronged approach to sustainability, Pennsylvania will have the capacity not only to sustain but also to continuously build on the Race to the Top initiatives following the federal grant period.

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that—

- (a) Is based on a statewide set of tiered Program Standards that include--
 - (1) Early Learning and Development Standards;
 - (2) A Comprehensive Assessment System;
 - (3) Early Childhood Educator qualifications;
 - (4) Family engagement strategies;
 - (5) Health promotion practices; and
 - (6) Effective data practices;
- (b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and
- (c) Is linked to the State licensing system for Early Learning and Development Programs.

Pennsylvania's Rising STARS Agenda: Refine Keystone STARS tiered quality rating and improvement system to enhance access for Children with High Needs to high-quality early learning and development programs.

(B)(1)(a) Is based on a statewide set of tiered Program Standards that include—

Beginning in 2002, Pennsylvania embraced the challenge of establishing strong leadership for a complex early childhood education network, working to create accountability structures to support high-quality programs, supported by strong, well-connected data about student learning in each classroom. In just over a decade, Pennsylvania developed one of the most sophisticated TQRIS in the nation. Keystone STARS is designed to assess and improve Early Learning and Development programs (ELDPs), ensure consistency across ELDPs, ensure program accountability to the state and families, and connect student outcomes to educator and classroom practices. Over 63 percent of all early childhood centers and 46 percent of all certified or registered child care programs participate in Keystone STARS. By 2014, all licensed/regulating ELDP's will automatically be part of Keystone STARS, increasing the participation of publically funded children in child care to 100 percent.

For families, Keystone STARS provides objective, useful information about a program's quality and its characteristics. Every STARS program receives a rating from 1 (entry) to 4 (highest

level). With each rating level increase, requirements become more demanding in all six of the tiered domains, including: ELD standards; assessments; educator qualifications; family engagement requirements; health promotion practices; and data gathering and reporting.

STARS has dramatically increased program quality, affordability and accessibility of ELDP's for children with high needs and families. STARS participants are required to provide professional development, gather information on student learning and apply the Pennsylvania Learning Standards for Early Childhood to instructional, assessment and parent reporting. The state will continue to work toward its goal of dramatically increasing STARS participation. Pennsylvania will include all early childhood programs in STARS – public and private, community-based and school-sponsored ELDP's.

(B)(1)(a)(1) Early Learning and Development Standards

The Keystone STARS standards, included in Appendix E, are aligned with Pennsylvania's Learning Standards for Early Childhood which address birth through 2nd-grade. The learning standards cover all essential domains of school readiness, are developmentally, culturally and linguistically appropriate and provide guidance for activities to support Early Learning and Development in the classroom and at home. The Keystone STARS program includes every quality category identified by the U.S. Department of Health and Human Services' Administration for Children and Families and has been proven to vertically align with Pennsylvania K-12 standards.

Pennsylvania's Learning Standards are designed to guide teachers and parents as they choose appropriate learning activities and assessment tools for young children. As programs move up the STARS tiers, they must fulfill the following requirements as related to meeting standards:

1. Pennsylvania's Learning Standards for Early Childhood are designed to guide teachers and parents as they choose appropriate learning activities and assessment tools for young children. As programs move up the STARS tiers, they must fulfill increasingly rigorous requirements. For example, STAR 1 programs must demonstrate that copies of the appropriate Learning Standards are obtained and maintained at each site. STAR 4 programs must demonstrate that their curriculum and assessment tools are aligned to the Learning Standards.

(B)(1)(a)(2) A Comprehensive Assessment System

Pennsylvania's early learning assessment system and screening tools provide benefits at multiple levels. Educators use the assessment and screening tools they need to improve student outcomes. Policymakers and decision-makers have access to important data about instructional practices, child outcomes and program design. The assessment system and screening tools provide families with information about their children's development and how they can support it. These screening tools permit early childhood educators to identify children who would benefit from referral to resources addressing a variety of health needs, including developmental, behavioral and physical health needs. The degree to which programs use screening tools and assessments helps determine their STAR rating.

STAR 2 sites use a developmentally appropriate screening tool approved by the Office of Child Development and Early Learning. They must share the results with the families within 45 days. In addition to screening, STAR 3 and 4 must complete a developmentally appropriate, authentic assessment; utilize the web-based reporting feature of the approved assessment tool. The programs must incorporate assessment results into curriculum planning. Assessment results are shared with parents at two parent conferences over the course of the program year. Early Intervention, Head Start and Pennsylvania Pre-K Counts programs complete screenings and ongoing assessments, which align with the Keystone STARS standards.

(B)(1)(a)(3) Early Childhood Educator qualifications

Pennsylvania teachers are among the best educated in the country. All Pennsylvania Pre-K Counts lead teachers, for example, must have a Bachelor's degree and Pennsylvania Early Childhood Education Teacher Certification.

Qualified teachers are key to quality programs. They engage children in productive learning activities, promote positive development, and help families meet the learning and health needs of their children at home and in the community. Quality teachers are needed to improve learning outcomes, particularly for Children with High Needs. The 2006 evaluation of STARS found that classrooms with teachers who had at least an Associate's degree had significantly higher Environment Rating scores, an important indicator of quality learning environments.

Pennsylvania's TQRIS has requirements addressing both educational and training qualifications and ongoing professional development.

STARS standards require practitioners to evaluate their skills, knowledge and academic background against the state's Core Knowledge Competencies, and establish an annual professional development plan that builds strengths and fills in gaps. For each of the four STAR levels, the standards differentiate increasingly stringent program requirements for educator and director qualifications as well as professional development activities related to Early Learning and Development (including the number of hours required, instructor quality, and college credit requirements). Standards also set expectations for ELDPs' staff qualifications as ranked on the Pennsylvania Career Lattice.

The Pennsylvania Key and five Regional Keys manage the Early Learning Keys to Quality System. The system coordinates professional development, creates access to higher education, determines STARS designations, promotes community collaborations and provides technical assistance. These activities are intended to support and grow a highly qualified workforce. Primary components to supporting a highly qualified workforce, are described in more detail in (D)(1), include:

1. Targeted financial supports including Support Grants, Merit Awards, and Education and Retention Awards to help eligible programs move up the STARS ladder as they continue to demonstrate improved quality. Participating child care programs receive a STARS add-on rate to supplement Child Care Works subsidy to enhance quality early learning experiences. The Education and Retention award is targeted to recruit and retain more qualified personnel.
2. Pennsylvania provides career and professional development opportunities to early childhood education and school-age teachers and staff. Supports include the Pennsylvania Director and School-Age Professional Credentials Training, and Vouchers for completing credit-bearing coursework or the Child Development Associates certificate.
3. Technical assistance is provided by each Regional Key. Regional Key staff guides early learning programs through the process of earning their Keystone STARS designation assisting programs as they move up the STARS ladder. STARS programs can also receive one-on-one technical assistance, Early Childhood Mental Health Consultation,

Infant Toddler Consultation and Child Care Health Consultation. These specialized technical assistance resources help programs address the needs of a variety of Children with High Needs by improving their classroom and instructional practices and providing them with the knowledge they need to help families find additional resources.

(B)(1)(a)(4) Family engagement strategies

STAR levels have increasingly stringent requirements for program engagement. STAR 1 programs must demonstrate the involvement of families in programs, and strategies for assuring smooth transitions for children to another classroom, program, or school. Higher rated STARS programs must meet additional requirements for parent communications, knowledge of community resources, and well-designed family support activities, and regular surveys of parent satisfaction.

Parents indicate high levels of satisfaction with STARS. A 2012 survey of over 3,000 families indicated that at least 90 percent of parents were satisfied with a range of program quality measures. The STARS rating information is important to parents. Information about basic child care certification and STARS designation levels is available to parents in a number of ways. COMPASS Provider Search provides demographic, certification status, STAR Level, and other information regarding each ELDP in the state. Child Care Information Services (CCIS) programs are regional agencies providing child care resources and referrals to families. CCIS representatives communicate the importance of quality to parents when they come in to apply for Child Care Works, Pennsylvania's subsidized child care support program.

(B)(1)(a)(5) Health promotion practices

Research-based health requirements are embedded throughout Pennsylvania's standards. For example, STAR 2 programs must a) administer developmentally-appropriate child screenings and share them with families; b) institute a system of site safety review and action plans; and c) document illness and injuries and action plans for prevention.

OCDEL partners with Early Childhood Education Linkages (ECELS), a subdivision of the Pennsylvania Chapter of the American Academy of Pediatrics, to promote best practices in the areas of health and safety. ECELS provides professional development to the Child Care Health Consultants, posts health and safety information on their website; and disseminates monthly

Health Capsules for early childhood professionals. ECELS also operates a hotline where providers can call with child health related questions answered.

OCDEL has embedded *Caring for Our Children* into the STARS Standards. The Environment Rating Assessment team also uses information from *Caring for our Children*, 3rd Edition in Pennsylvania Position Statements to provide guidance on Pennsylvania requirements for health and safety practices.²¹

OCDEL and Head Start recently worked together on three health and safety initiatives: a campaign to increase vision screening for Head Start and their community partners; replication of *Cavity Free Kids* to all early learning programs; and the statewide roll out of *I Am Moving, I Am Learning*, which includes practices to help reduce obesity. The Pennsylvania Learning Standards address health and movement, guiding teachers in ways to engage children in active play and healthy habits.

(B)(1)(a)(6) Effective data practices

As discussed in Section (E)(2), Pennsylvania's three web-based systems monitor, track, and rate programs participating in STARS. Each has a specified group of stakeholders utilizing it, and data is used for decision-making at the program, regional and state level. The web-based systems are:

1. Pennsylvania's Enterprise to Link Information on Children Across Networks (PELICAN), a data system which collects program, staff and child demographics for all state funded programs. Within PELICAN, the Keys to Quality system allows OCDEL to manage support of STARS, tracking rating history, support grants, and technical assistance activities.
2. Branagh Information Group (BIG) is used by the Environment Rating Scale Assessors for data collection, analysis, history and inter-rater reliability tracking of programs participating in STARS.

²¹ PA Position Statements can be located at the bottom of this link: http://www.pakeys.org/pages/get.aspx?page=Programs_STARS_ERS

3. SMART was designed to evaluate inter-rater reliability for STARS designators to ensure consistency statewide. The data generated also permits OCDEL to identify technical assistance and professional development needs.

(B)(1)(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children

Pennsylvania uses research-based indicators of quality that can be reliably monitored and assessed. The Good, Better, Best Executive Summary details the requirements in each of the four quality areas. Appendix F provides the research basis for the standards and next steps for improvement where the standard is met. National standards such as the National Association for the Education of Young Children, Caring for our Children and the Head Start Program Performance Standards were used to calibrate the top tier.

(B)(1)(c) Is linked to the State licensing system for Early Learning and Development Programs

There is strong alignment between the state licensing system and Keystone STARS.

Pennsylvania has high child care licensing requirements upon which STARS builds. Licensing requirements address health and safety, emergency preparedness requirements and minimum staff-child ratios.

All child care centers, group day care homes, and family day care homes in Pennsylvania are regulated. All child care STARS programs must be licensed, and if licensing is suspended, the program is immediately suspended from STARS. Reinstatement is facilitated through the Regional Key, which receives notice about the provisional designation and monitors the required action plan for correction. Once a program has fulfilled the action plan requirements, certification staff verifies and informs Regional Key staff that the conditions have been met and the certificate of compliance restored.

As described in the High-Quality Plan in this section, Pennsylvania plans to change entry into Keystone STARS to be equivalent with child care licensing. As outlined here, Pennsylvania seeks to enroll all state funded child care programs, including multiple new provider types, in TQRIS by 2016. It would thereby extend STARS screening, supports, standards based learning, professional development and assessments to an estimated 50,000 additional Children with High Needs.

Ambitious goals will allow OCDEL to capitalize on its current successes and develop enhancements to our current system, unifying early childhood programs through common language, understanding and program standards. The key goals for this expansion are:

1. Include all licensed providers at STAR entry; making them eligible for supports and technical assistance;
2. Expand to a 5 STAR system to accommodate the inclusion of all licensed star providers at the STAR entry level;
3. Expand STARS QRIS to include additional program types including early intervention, private academic nursery schools, Title I preschool programs operated by local school districts and other ELDPS; and
4. Modify the STARS Standards and Process based on investigative research to be conducted in Year One of the grant.

Expansion of TQRIS will be targeted for all counties, with special focus on increasing the number of providers in underserved counties or counties with historically higher Child Care Works/Child Care Subsidy waiting lists. A part of the HQP, will require all programs receiving Child Care Works funding to be participating at a minimum of a STAR 2.

The investigative research OCDEL proposes will include a national scan of other QRIS systems and state data. The research will provide an in-depth analysis of the STARS system's strengths and needs, permitting OCDEL to revise Keystone STARS to emphasize standards and practices critical to the success of children in ELDPS.

The current Keystone STARS system is based on a "block" system of four levels. Movement from level to level occurs when the program maintains all requirements at the previous level as it achieves every requirement in the next block of standards. The revised STARS system will continue to be based on block requirements but add a hybrid element permitting programs to achieve higher levels by earning points in some areas. The hybrid system will include critical requirements for all STAR programs while promoting innovative quality improvement in ELDPS. The balance of required standards forming the blocks and areas best rewarded with a more flexible point system will be developed through the revision process.

A final element in (B)(1) is conducting research for including home-based and itinerant service providers in the TQRIS system. Pennsylvania provides a variety of home and community based services: Maternal, Infant, and Early Childhood Home Visiting (MIECHV), Nurse-Family Partnership, Early Head Start, Parents as Teachers, Parent Child Home Program, and Early Intervention. OCDEL will conduct research, review the literature and seek technical assistance to determine appropriate standards to be applied to home and community based providers.

Evidence for (B)(1)

Table (B)(1)-1: Status of all Program Standards Currently Used in the State							
	Program Standards Elements. ²² <i>If the Program Standards address the element, place an “X” in that box.</i>						
List each set of existing Program Standards currently used in the State, specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified Workforce	Family Engagement	Health Promotion	Effective Data Practices	Other
STARS	X	X	X	X	X	X	
Pennsylvania Pre-K Counts Guidance and statute	X	X	X	X	X	X	
Head Start Performance Standards and HSSAP Guidance	X	X	X	X	X	X	

A Copy of the Tiered Program Standards

Copies of the Keystone STARS Performance Standards are provided in Appendix E.

Documentation that the Standards Address all Defined Areas and Meet the Federal Definition

²² Please refer to the definition of Program Standards for more information on the elements.

The STARS Performance Standards address all areas included in the federal definition of Program Standards and meaningfully differentiates program quality requirements in four key areas of practice: Staff Qualifications and Professional Development; Learning Program; Family and Community Partnerships; and Leadership and Management. The standards are both clear and measurable. The system incorporates high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children. STARS Program Standards meet the federal definition of program standards as follows:

1. Incorporate the State's Early Learning and Development Standards through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers and are aligned to the K-12 Standards Aligned System. The STARS Program Standards require programs to use the Pennsylvania Early Learning Standards and/or relevant Academic Standards to plan learning activities and to implement a curriculum that incorporates the standards.
2. Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of:
 - 1). children's learning and development outcomes through authentic, observation-based assessments; and 2). program performance and quality through assessment of program environment, including the Environment Ratings Scales.
3. Addresses the need for a qualified workforce that improves young children's health, social, emotional, and educational outcomes, through requirements for staff qualifications and by providing targeted professional development.
4. Used to engage families in supporting their children's development and learning in each program's efforts to provide families with community resources, involve families in the program, and promote smooth transitions for children to another classroom, program, or school.
5. Incorporates health promotion practices. Participating programs are required to support families and share information about health promotion practices (including health, wellness, nutrition, and safety).
6. Promotes effective data practices. Classroom, program, and state-level data are gathered through the PELICAN Keys to Quality and Early Learning Network database

management system. Identification of high-need and/or children with high needs and providers who serve those populations helps OCDEL strategically provide appropriate TA and PD to support high-quality Early Learning and Development programs for all children. Additionally, OCDEL can monitor grant spend-down by providers, fiscal management by the contracted Regional Keys, and ultimately the movement toward achievement of Star level and provider type targets.

Evidence: Documentation that the Standards Differentiate Levels of Quality

Appendix E: STARS TQRIS Description documents the systems' differentiation of program quality, providing a detailed description of how STARS:

1. Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers and aligned to the K-12 Standards Aligned System;
2. Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of children's learning and development outcomes and program performance and quality;
3. Meaningfully differentiates program quality requirements across four domains (Staff Qualifications and Credentials, Learning Program, Partnerships with Family, and Community and Leadership and Management) to improve outcomes; and
4. Program Standards meet the federal definition of program standards.

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;
- (3) Early Learning and Development Programs funded under Section 619 of Part B of IDEA and Part C of IDEA;
- (4) Early Learning and Development Programs funded under Title I of ESEA; and
- (5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high quality child care and maintain the supply of high quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above)

(B)(2)(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories

(B)(2)(a)(1) State-funded preschool programs

By July 2016 Pennsylvania plans to include all licensed/regulating providers in Keystone STARS – an opportunity that will mean an estimated 100,000 additional Children with High Needs will have access to Keystone STARS programs. As of 2013, a decade after its inception, over 63 percent of child care centers and 46 percent of the licensed/regulating child care programs in the state have joined the voluntary system. Over 64,000 of the state's high-needs students enrolled in child care are in a STAR rated program. Today, 80 Head Start/Early Start centers and 3,905 child care programs, including 227 Pre-K Counts state-funded preschool programs participate in STARS. All participants receive professional development, technical assistance, caseload management, access to health and wellness programs, and branding and marketing support.

Because it is seen as an effective and beneficial system, more than 4,000 programs have opted in to the STARS TQRIS.

(B)(2)(a)(2) Early Head Start and Head Start programs

As noted above, Pennsylvania currently has significant participation in Keystone STARS and a clear plan to boost participation in the future. The state will aim to include 66 percent of Head Start and Early Start grantees in Keystone STARS by July, 2016. Strategies for accomplishing this goal include: increased and improved marketing on behalf of TQRIS enrolled programs (thus helping them increase enrollment); access to technical assistance and professional development; and eligibility for the future Rising STARS Tuition Assistance Program.

Pennsylvania has already taken steps to deepen Head Start/Early Head Start engagement in STARS, including the following:

1. In 2012-13 OCDEL streamlined the entry into STARS, making the process less cumbersome and time-consuming for Head Start grantees;
2. Pennsylvania's state-funded Head Start initiative is aligned with the STARS renewal process; and
3. Head Start Standards have been cross-walked with the STARS Standards so that only those standards above the Head Start Performance Standards need to be demonstrated by participating Head Start grantees.

(B)(2)(a)(3) Early Learning and Development Programs funded under Section 619 of Part B of IDEA and Part C of IDEA

Pennsylvania's goal is that all IDEA 619 programs serving eligible young children with disabilities or developmental delays will participate in Keystone STARS by July 2016. For purposes of planning, OCDEL will focus on 619 programs, which are largely carried out in a variety of learning environments. The development of the TQRIS system for 619 programs may lead to the subsequent inclusion of Part C early intervention programs to the extent appropriate. TQRIS requirements will be embedded into the existing 619 verification process. Keystone STARS will be cross-walked to IDEA 619 and Pennsylvania regulations for early intervention to establish clear alignment with quality practices and state and federal requirements.

(B)(2)(a)(4) Early Learning and Development Programs funded under Title I of ESEA

More than 5,100 children participated in Title I programs in 2012-13. Under the current Pennsylvania STARS system, TQRIS is unavailable to these preschool programs. However, as part of our RTT-ELC work, we plan to establish a process for Title I program participation and project that by 2017, Pennsylvania will have 25 percent participation. Participation will be increased through marketing STARS participation to Title I programs: access to professional development and data-driven technical assistance, and the future Rising STARS Tuition Assistance. Targeted outreach will occur in those schools identified as Priority or Focus schools by the Pennsylvania Department of Education under the School Performance Profile.

(B)(2)(a)(5) Early Learning and Development Programs receiving funds from the State's CCDF program

Currently 46 percent of state-funded CCDF programs voluntarily participate in STARS. By 2016, Pennsylvania's goal is to increase participation to 100 percent. Specific goals include:

1. Licensed child care center programs will increase participation from 63 percent to 100 percent;
2. Group family child care participation will increase from 38 percent to 100 percent; and
3. Regulated Family child care participation will increase from 20.9 percent to 100 percent.

Incentives for CCDF-funded programs will include those benefits identified in the previous sections, plus ongoing incentives supported by CCDF funds. The initial increase in high-quality programs participating in STARS will be accelerated by moving to STAR 1 requirements with child care licensure. Required STARS participation will link all licensed programs to technical assistance and monitoring carried out by the Regional Keys.

(B)(2)(b) Implementing effective policies and practices designed to help more families afford high quality child care and maintain the supply of high quality child care in areas with high concentrations of Children with High Needs

Access to TQRIS among children with high needs

In 2012-13, OCDEL introduced Rising STARS, an initiative designed to increase the number of Children with High Needs enrolled in high-quality child care. Rising Stars provides incentives to programs that serve Children with High Needs and also have achieved the highest STAR ratings of 3 or 4.

In addition to the Rising STARS Initiative, Pennsylvania continues to serve Children with High Needs through Head Start, Early Head Start and Pennsylvania Pre-K Counts. Providers are required, by program standards or regulation, to focus on serving children who are impoverished, have developmental delays, are foster children, experiencing homelessness, or have some other type of high need. In 2013-14, state funding has been allocated to STARS, Head Start Supplemental Assistance and Pennsylvania Pre-K Counts to enroll 16,825 additional Children with High Needs in high-quality preschool programs. Pennsylvania Pre-K Counts permits families with incomes up to 300 percent of poverty to participate in the program. Eighty-two percent of the children enrolled in Pennsylvania Pre-K Counts were in families with incomes that were 200 percent of poverty or below.

(B)(2)(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above)

With support from the RTT-ELC grant, Pennsylvania will significantly increase program participation in the Keystone STARS TQRIS over the grant period by expanding participation to include licensed Private Academic Preschools, school-based Pre-K programs funded locally or through Title I, and Early Intervention (EI) programs funded through IDEA 619). By the end of December 2017, we anticipate that the STARS program will include 66 percent of Early Head Start/Head Start programs, 100 percent of EI programs, 100 percent of state-funded child care programs, 5 percent of private licensed Private Academic Preschools and 25 percent of school-based Pre-K programs funded locally or through Title I. The key activities from the High-Quality Plan include:

- Boost participation and strengthen links with Regional Keys. As the STARS system expands, the initial increase in high-quality programs participating will come from changing STAR 1 to equate with child care licensing. In the current system, programs must initiate contact with the Regional Keys to enter into the application process to become part of STARS. By changing the process to have basic child care licensing count as STAR 1, the programs are automatically assigned to the Regional Keys. This assignment will change the targets for Regional Keys related to the number of move-ups

and STARS level participation targets in the future planning for their annual work statement.

- Revise STARS Standards, policies and procedures to maximize results. Pennsylvania will complete the review, development, marketing and professional development associated with adding new provider types. As new providers become eligible for STARS, current policies will be reviewed to ensure that they continue to be relevant and appropriate to this evolving system.
- Strengthen service delivery systems, especially in high-need communities. OCDEL, in partnership with Pennsylvania Association for the Education of Young Children, is planning a new innovative approach to capacity building called Shared Services. A Shared Services Alliance is a community-based partnership comprised of small businesses (non-profit or for-profit) within an industry or sector working together to share costs and deliver services in a more streamlined and efficient way. The Shared Services concept is currently being implemented in several Pennsylvania communities with early care and education providers across Pennsylvania. OCDEL plans to use RTT-ELC funding to develop implementation modules with the five existing Shared Services Alliances as partners. Modules will be targeted for those communities identified as rural or Early Childhood Innovation Zones, with the goal of increasing services for children with high needs in the communities in which they live.
- Continue to use cost modeling to evaluate and adjust STARS grants and awards. OCDEL will review the current structure for grants and awards provided the various STARS' designation levels. As OCDEL has increased the number of programs participating at the higher levels in the current system, the need to more deeply understand and adjust funding levels increases. Sustainability is a key goal. OCDEL will use RTT-ELC funds to not only develop a modified financial incentive program for child care, but to also develop grants and awards for new provider types entering into STARS. Financial incentives will be prioritized to those ELDPs serving the greatest numbers of Children with High Needs.

- Develop an appropriate TQRIS system for 619 early intervention programs supported by the OCDEL Bureau of Early Intervention Services and the Early Intervention Technical Assistance program and incorporated into existing program verification tools.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i> Pennsylvania Pre-K Counts ^a	459	221 ^a	48.1%	275	60	309	85%	459	100%	459	100%
Early Head Start and Head Start ^{23b}	686	80	12%	145	21%	290	42%	384	56%	452	66%
Programs funded by IDEA, Part C	48	0	0%	<i>Programs funded by IDEA, Part C will not be included as they are home-based</i>							
Programs funded by IDEA, Part B, Section 619	34 ^c	0	0%	0	0	34	100%	Same target annually as 2015			
Programs funded under Title I of ESEA	36	0	0%	0	0	3	8%	6	16%	9	25%
Programs receiving from CCDF funds: Child Care Works ^d	23,943	3,675	15%	8,382	35%	9,577	40%	16,162	68%	23,943	100%
Programs receiving from CCDF funds: Keystone STARS ^e	8,382	3,905	47%	<i>Targets for Keystone STAR are included in line above, reflective of all registered and certified programs serving 2 or more unrelated children</i>							

²³ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Other <i>Describe: Private Academic Licensed Nursery Schools^f</i>	533	0	0%	26	5%	47	9%	63	12%	80	15%
Other <i>Describe: Healthy Families America</i>	2	Home Visiting programs will not be included in TQRIS targets.									
Other <i>Describe: Nurse-Family Partnership</i>	22	Home Visiting programs will not be included in TQRIS targets.									
Other <i>Describe: Parent Child Home Program</i>	3	Home Visiting programs will not be included in TQRIS targets.									
Other <i>Describe: Parents as Teachers</i>	37	Home Visiting programs will not be included in TQRIS targets.									
^a Current Child Care Providers Only.											
^b Home-Based Only Sites Not Included.											
^c Reflects number of local Preschool Early Intervention programs that OCDEL contracts with to provide EI services.											
^d The number of programs in the State includes all regulated and unregulated providers that had a Child Care Works subsidy enrollment on March 31, 2013. The baseline includes the actual subset of regulated providers that also participated in Keystone STARS on March 31, 2013.											
^e The number of programs in the State includes all regulated providers on June 30, 2013. The baseline is an actual count of regulated providers participating in the Keystone STARS program on June 30, 2013.											
^f The targets for Licensed Nursery Schools are low as they traditionally do not serve children with High Needs.											

(B)(3) Rating and monitoring Early Learning and Development Programs.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

The process that monitors and ensures an accountable system and promotes continuous quality improvement of STARS is called STARS Designation. It is currently applied to both child care and Head Start programs participating in STARS.

Over the past four years, STARS Designation has been consistently validated and improved so that program ratings are trusted, reliable and useful to parents, educators and policymakers. STARS Designation enables OCDEL to help programs continuously improve, but also helps OCDEL provide quality rating and licensing information to parents in accessible, easy-to-understand formats.

(B)(3)(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency

The STARS Designation system uses valid and reliable monitoring tools to assess program quality, to rate the program's compliance with STARS program standards, and to designate each program's STAR level. These include document reviews (such as records of staff qualifications, lesson plans and financial statements), staff interviews, review of PELICAN data, program observation by STARS designators, and third-party assessments (including Environment Rating Scale (ERS), ERS scoring and licensing reports).

ERS enables OCDEL to compare environment assessment outcomes across programs and data sources. This valid and reliable tool was selected because it covers all age groups and provider types including family child care homes. All four ERS scales are used to monitor programs, as appropriate: the Infant/Toddler Environment Rating Scale, the Early Childhood Rating Scale the School-Age Environment Rating Scale, and the Family Child Care Home Environment Rating.

Highly-trained STARS Designators make site visits to each early learning program participating in the STARS system to review program evidence and verify that programs meet each STARS performance standard. Programs must submit all documentation required to demonstrate compliance with STARS standards; if there is evidence that the program is on track for designation, and applying for STAR 3 or 4, a formal environment assessment conducted by the independent assessor is completed.

In the present version of STARS, programs must renew their designations annually. To renew their designation, STARS programs submit documentation demonstrating compliance with STAR standards at their designated level. Designators make site renewal visits every other year, unless a program experiences a change in circumstances (e.g., change of physical location, significant staff turnover, or a change in its program director) or is seeking a higher STAR rating. If OCDEL encounters problems with a program's licensing or compliance with the STAR standards required for its rating level, Pennsylvania has an established process to suspend the program or to decrease the program's STAR rating. Following such an action, OCDEL provides supports to help the program regain its licensing compliance and STAR rating through collaboration between the licensing and Regional Key staff.

Because many different STARS Designators operate throughout the state, OCDEL has established procedures to ensure the consistency of its designation process by establishing inter-rater reliability for the designators. OCDEL facilitates a Designator Workgroup in which STARS Designators share information, review policy items, and make policy recommendations that relate to standards and Designations. OCDEL also developed a Designator Reliability Database, SMART, to monitor and analyze information from Designators' reviews of participating programs. New designators are required to have the reliability of their designation validated through this process before they are considered eligible to make independent Designation visits.

Results from two program years, 2009-10 and 2010-11 demonstrate increasing Designator reliability. In the initial year, designators showed a 90.6 percent agreement across the STARS standards. In 2010-11, designators showed an increased reliability of 96.6 percent agreement across the STARS standards. This success can be attributed to the use of data to guide the development of resources for designators, such as the *Good, Better, Best* tool, as well as serving to provide agenda and topic discussions for the regularly scheduled designator meetings.

OCDEL, with input from the Frank Porter Graham Center also has established procedures to ensure the reliability of its independent ERS assessors. Assessors undergo rigorous training and reliability checks on each ERS scale before they can conduct an independent assessment. Once they have demonstrated reliability for all ERS scales, assessors engage in regular reliability checks throughout the year. In fiscal year 2012-13 OCDEL achieved an inter-rater reliability of 93% for and average reliability assessments conducted.

(B)(3)(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

The state provides quality rating and licensing information to parents with children enrolled in Early Learning and Development programs in a variety of accessible, user-friendly, easy-to-understand ways. The State's goal in providing this information is to help families make informed decisions, based on program quality, when they are selecting an Early Learning and Development program for their children and to keep the families of children enrolled in the programs informed about the program's quality and engage in their child's learning.

A key mechanism for helping families access this information is the COMPASS website, which provides parents a wealth of information about Pennsylvania early childhood programs. Parents can search for quality-rated providers using a variety of search criteria including, but not limited to: program type; ages served, provider type, STARS rating, and access to transportation.

In addition to this online tool, OCDEL's STARS provides families comprehensive resource and referral services through local Child Care Information Services (CCIS) offices. CCIS provides

families with information on quality child care and personalized child care referrals to child care providers based on family-specific needs or preferences. CCIS agencies also administer the Child Care Works subsidized child care program. CCIS staff can explain the different types of programs available and provide information about the STARS rating system and licensing information. Families can also receive licensing and certification information from Regional OCDEL via a toll-free number.

CCIS agencies, as locally deployed contractors, are able to reach out to families from many cultural and linguistic backgrounds and have access to a language line (translation service) to support families, if needed. Additionally, CCIS offer supports and resources in the language of local communities. For example, CCIS programs serving Latino communities have resource materials in Spanish. Other OCDEL strategies for informing and including parents include:

- **Keystone Families First website:** Keystone Families First provides parents with developmental information, downloadable resources such as activities to complete with their children, information about program quality and links to COMPASS website for searchable information on early learning programs.
- **Partnership with the Pennsylvania Chapter of the American Academy of Pediatrics:** OCDEL assisted the winner of an Academy of Pediatrics Building Bridges Among Health & Early Childhood Systems. OCDEL helped the winner develop a presentation routinely used at Pennsylvania AAP Chapter conferences and meetings to inform pediatricians and their staff about the early childhood continuum in Pennsylvania.
- **Outreach to Employers:** Through its work with the Governor's Early Learning Investment Council and other business leaders, OCDEL, through the Pennsylvania Key engage state businesses to provide them with information about high-quality early childhood programming's importance and availability, as well as resources for employees with young children who may have children in need of child care, early intervention, and other supports.
- **Outreach resources for providers that participate in STARS:** A wide variety of marketing tools and support resources have been developed for STARS participants so that they can "let their STARS shine" in communicating with families and their communities.

- STARS Outreach, OCDEL also supported the development of *Expand the Brand*. *Expand the Brand* includes six training modules and community outreach activities, all of which work together to increase awareness, build demand and encourage support for quality early learning.
- STARS Leadership Development: Upon completion of the training series, participants are given an opportunity to remain active with Expand the Brand as leadership mentors for future members and as communications resources for quality early learning initiatives or projects. As of September 2013, there are twenty-nine (29) leadership mentors statewide promoting quality and educating families throughout their communities.
- Media Outreach: Whenever possible, OCDEL celebrates the success of its STARS programs with the community; one such event was the STARS 10th Anniversary. Nearly 200 children from 43 counties were nominated by their teachers and family members as “Shining Stars” thanks in part to quality early education through STARS. OCDEL hosted a Shining Stars recognition and press event at the Whitaker Center in Harrisburg. Governor Corbett spoke to approximately 200 children and families from across the state.

Key Activities and Next Steps

Strengthen our assessment scales to sharpen the focus on continuous quality improvement. As part of the High-Quality Plan for Section B, OCDEL will investigate the use of the expanded virtual scales under development by the authors of the Environmental Rating Scale to further enhance the continuous quality improvement process. While studies have shown that the ECERS-R is related to child outcomes, a new supplementary scoring system has been designed which allows for a more detailed analysis of classroom quality in preschool settings. Sixteen subscales have been developed, including Creativity, Diversity, General Health and Safety, Social and Emotional, Supervision, and Supervision to Promote Health and Safety, among others.

The new scoring system was designed to take a closer look at the health and wellbeing of children and the developmental outcomes of children in early learning programs. A variety of factors are measured, including important teacher-child interactions that contribute to success in the classroom. OCDEL proposes a year of piloting the new virtual scales and upon analysis make recommendations for further implantation.

Maximize Infrastructure to support ELDPS. Streamline administration without compromising quality. OCDEL will evaluate the onsite STARS re-designation schedules for different provider types to align with federal reporting schedules and avoid duplication of efforts. Currently, this schedule calls for programs to be re-evaluated for STARS compliance every two years.

Stakeholders will be convened to discuss how differentiated monitoring based on participation in STARS can be implemented. As the number of providers increases in STARS, OCDEL will need to evaluate monitoring/rating and make adjustments to the Environment Rating Assessor compliment and the Regional Key Designator/Technical Assistance compliment through contracts.

Deepen marketing of STARS to strengthen parent knowledge and engagement. As a result of a successful Race to the Top application, OCDEL will review the wealth of marketing materials available and strategies used for parent recruitment, such as opportunities for maximizing social media, texts, and QR scan-able codes. OCDEL will implement a revised marketing campaign targeting parents which will include identifying additional messengers to deliver the message that high-quality early learning and development programs “matter!”

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Pennsylvania has an ambitious plan to ensure that the highest needs children to STAR 3 & 4 programs improve and increase subsidies based on need. By 2017, Pennsylvania will:

1. Include all certified and registered child care providers in TQRIS;
2. Increase the participation of licensed – exempt providers in TQRIS by 70 percent;
- and
3. Engage families in demanding and choosing high-quality programming.

Pennsylvania promotes access to quality early childhood education programs through a variety of strategies:

1. Improving program quality through targeted technical assistance in programs that serve large numbers of Children with High Needs;
2. Providing incentives to STAR 3&4 programs to serve more Children with High Needs;
3. Enrolling more higher quality programs in TQRIS by offering more effective subsidies/tiered reimbursements; and
4. Promoting Continuous Quality Improvement in the TQRIS workforce.

(B)(4)(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation)

Technical assistance

STARS Technical Assistance is administered by OCDEL through partnerships with the Pennsylvania Regional Keys and provided by consultants who are knowledgeable and experienced in each of the STARS content areas. TA offered through this system is offered at no cost to the provider. In order to establish consistency across types of TA, the Cross-Systems TA Group was established. Based on the recommendations of this work group, OCDEL and the Pennsylvania Early Learning Keys to Quality developed a set of core competencies for technical assistance and professional development consultants. The competencies address skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all clients and promoting a strength-based approach to continuous quality improvement.

Research underscores that STARS Technical Assistance is having a strong, positive impact on Early Learning and Development programs in Pennsylvania. A 2010-11 study (see Appendix BB) found that a higher percentage of STARS providers receiving technical assistance (49 percent) moved up at least one STAR level than did providers who did not receive TA (22.2 percent). General technical assistance services provide support on: (1) outreach and promotion; (2) interpreting the STARS Performance Standards; (3) connecting and/or providing practitioners with information, supports, resources, and professional development; and (4) helping programs to develop and implement appropriate plans to achieve program-defined STARS standards and quality goals. Additional TA focuses on improving health and learning outcomes for Children with High Needs. In addition to TA related to general participation in STARS, Regional Keys offer four more narrowly targeted types of Technical Assistance:

- Assistance targeted to Infant/Toddler Child Care Providers: Infant Toddler Specialists at each Regional Key provide targeted technical assistance and coordination of regional supports for Infant/Toddler programs enrolled in STARS to improve upon the quality of care for very young children and their families. This TA prioritizes STAR 2 providers.

- Assistance targeted to School-Age Child Care Providers: School-Age Child Care Technical Assistance consists of professional development and technical assistance for school-age providers participating in STARS. This group works to improve program quality and facilitates partnerships with community stakeholders to promote out-of-school programming.
- Assistance targeted to help educators address social/emotional concerns: The Early Childhood Mental Health Consultation program provides child-specific consultation services to STARS programs to address the social/emotional concerns of young children in order to reduce expulsions and promote healthy development. This Mental Health Consultation provides prevention and intervention services to minimize the child's need for more intensive services. Consultants work directly with teachers and parents to increase capacity to understand and address the child's developmental needs.
- Rising STARS Mentoring: Newly established in 2013-14, Rising STARS mentoring is targeted to NO STAR or STAR 1 providers moving into the system and supporting their movement to STAR 2. Key aspects of this program include use of peer mentors as 1-1 pairings or co-facilitators in cohort groups. Mentors also help STARS participants develop a plan of action for the mentee to move up to STAR 3 or STAR 4 within a specified time period.

Incentivizing STARS programs to serve more children with high needs

In addition to coaching programs on an individual basis, OCDEL provides targeted financial supports to Early Learning and Development programs that serve Children with High Needs. The goal is to offer both incentives and assistance focused on continuous quality improvement and movement up the STARS ranking.

To be eligible to receive award funds, a program must document they serve a minimum number of children receiving subsidy through Child Care Works, or Early Intervention services supporting children eligible under IDEA. Programs must also develop a Continuous Quality Improvement (CQI) plan that outlines specific goals and activities to improve program quality and use grant funds linked to CQI-defined activities that help programs meet STAR requirements, such as purchasing required equipment and materials or providing staff with health

insurance benefits to improve retention. Keystone STARS Grants and Awards Structure are provided in Appendix G for the reviewers' reference.

Enrolling programs into TQRIS through subsidies

Beginning in 2012, Pennsylvania used cost modeling to inform modifications to the tiered Child Care Works subsidy enhancements for STARS programs, changing the daily subsidized child care rate for STARS providers with a STAR rating of 2 or above. These additional subsidies help pay for the cost of higher-quality early learning experiences. The add-on rate increases as the STAR level increases and adjustments are designed to more accurately reflect the increased cost of delivering services at the highest quality levels. The total STARS add-on amount in FY 2013-2014 is projected at slightly more than \$15.6 million.

Promoting Continuous Quality Improvement in the TQRIS workforce

Tiered STARS standards require that staff obtain higher levels of education and credentials, as well as an increasing number of early education professional development credits as programs move up the STARS ladder. To help support provide the professional development necessary for programs to improve their rating, OCDEL provides free or very low-cost professional development to educators and directors as referenced in Appendix H.

The state also offers a professional development refund voucher program that provides reimbursement for courses that earn college credits or payment for the Child Development Associate (CDA) assessment fee for. Pennsylvania appropriated additional funds in the 2013-14 state budget to broaden the availability of tuition support for early learning providers participating in Keystone STARS.

Pennsylvania's Workforce Registry, a component of the Pennsylvania Keys to Professional Development program, will support STARS by decreasing the burden on programs during hiring and easing the process for moving up the STARS ladder. The registry is adding enhancements to track required trainings, suggest professional development based on career lattice level and allow for electronic signature attestation of staff qualifications. These enhancements will help ELDP administrators manage their staff requirements and increase participation in ongoing continuous quality improvement.

(B)(4)(b) Providing supports to help working families who have Children with High Needs access high quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services)

Key aspects of family engagement include: targeted referrals to social and human services (including assistance for families in need of food or other immediate intervention), tools for learning about TQRIS programs, and support for effective engagement in their children's early learning program and overall Pennsylvania provides families with access to a comprehensive resource and referral system for early learning programs through local Child Care Information Services (CCIS) offices. As a result of a comprehensive effort to promote high-quality child care through family engagement, staff at the local CCIS offices have increased their capacity to serve families of high-need children and provide them with the resources and support aimed at boosting access to high-quality programs.

CCIS resource and referral services include: 1). helping families learn about how to choose a quality early learning program for their children; 2). providing information about the STARS program, including licensing and child care regulations and general information about the types of programs available; 3). offering targeted referrals to community services based upon individual family needs. The state also maintains a comprehensive online provider search services called COMPASS, described in Section (B)(3). Both the online service and CCIS staff provide families with information about specific providers, including hours of operation, supports provided to families, and information on providers' experience working with children with special health care needs and disabilities.

To improve children's access to healthy food, CCIS and the Child Adult Care Food Program (CACFP), recruit family child care homes into the system. Beginning October 1, 2013, approved relative/neighbor child care providers caring for a child receiving subsidized child care, are eligible for CACFP reimbursements. CACFP provides reimbursement for meals and snacks served to children receiving child care in centers and private homes. Participation in this program ensures that children with high needs are receiving a full and balanced meal, assists the provider in extending their resources and adds a component of program monitoring. CACFP is federally funded through the U.S. Department of Agriculture, Food and Nutrition Services and administered by the Pennsylvania Department of Education.

Pennsylvania also helps parents of children with developmental delays access high-quality early learning programs. Keystone STARS resources support programs that enroll children receiving Early Intervention services. Staff working in these Early Learning and Development programs receive training on positive behavior supports and inclusion strategies for children with developmental delays. In 2012-13, the state offered more than 98 workshops on Early Intervention topics. Over the past three years, the number of children under age three receiving their Early Intervention services in early childhood settings increased from 18 percent to 55 percent. Presently, more than 70 percent of preschool-aged children with developmental delays receive their services in typical early childhood settings

(B)(4)(c) Setting ambitious yet achievable targets for increasing

Pennsylvania has a unique resource, the Risk and Reach Report, that enables OCDEL to map where children with high needs live and where high-quality early learning slots are available. Using this tool as a resource, Pennsylvania will identify areas of the state where the need is high but the availability of higher STAR-rated providers is low.

- Based on the mapping above, OCDEL will use Race to the Top grant funds to identify, recruit and provide support to new providers especially in these target areas. The goal will be to increase the number of high-quality programs slots in the state overall and in particular targeted communities, so that more Children with High Needs are able to attend.
- Expand understanding of and participation in Shared Services Alliances, especially in programs that serve large numbers of children with high needs to maximize the sustainability of high-quality programs.
- Recommend future investment strategies using data collected from multiple research studies in order to promote early childhood programming that demonstrates the most gains for Children with High Needs and their families.

(B)(4)(c)(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System

The number of Early Learning and Development programs enrolled in STARS 3 and 4 programs will increase by 70 percent by 2017, including all licensed/regulated providers and exempt providers.

(B)(4)(c)(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System

The number and percentage of Children with High Needs enrolled in ELD programs that are in STARS 3 and 4 will increase by more than 100 percent by 2017.

Strategies & Activities

Pennsylvania funds 40 Head Start Grantees to serve 4,782 slots above the federally funded numbers. Pennsylvania also funds 12,043 Pennsylvania Pre-K Counts²⁴ pre-kindergarten slots. As part of these allocations, grantees have at their discretion the ability to offer transportation to families in order to have their child participate in the program. Both programs' enrollment focuses on children with high needs. As additional program requirements, both must provide children with meals and snacks, depending on the length of the day, at no cost to the families.

Part of the OCDEL High-Quality Section B plan includes an activity that will offer to all early learning programs participating in STARS the opportunity to apply for Family Meals mini-grant funding. Built on the successes of a pilot to Head Start providers in 2012-13, The Family Meals Workshop Pilot Project reached families with children ages 3-5 years by empowering nutritionists and Registered Dieticians to provide educational outreach to parents with peer-reviewed materials, scripts, and presentations developed by the Academy of Nutrition and Dietetics Foundation (formerly the American Dietetic Association), through their *Kids Eat Right Initiative*. The *Family Meals Workshop* toolkit includes three cooking workshops for parents. Each workshop weaves key messages of the Family Nutrition and Physical Activity survey (FNPA) developed by the Academy of Nutrition and Dietetics Foundation and Iowa State University. The FNPA is research-based and assesses families' risk of childhood obesity, using

²⁴ PA Pre-K Counts eligibility is established as 300 percent of the Federal Poverty Guidelines in 2012-2013 82 percent of enrollments were 200 percent or less of the FPG's.

20 modifiable child and family characteristics. The workshops are strategically scripted to integrate these key messages. The goal will be to offer 44 grants annually over the duration of the RTT-ELC grant.

Health care partnerships are another key ingredient to success, and are particularly important for Children with High Needs and their families. Child Care Information Services agencies (CCIS), which is responsible for determining eligibility for child care assistance, have printed information about health care on site and regularly ask parents about health insurance for their children and refer them for assistance. Likewise, all programs participating in Pennsylvania's STARS program will have information on-site on publicly funded health care options, provide it to families and make referrals to CHIP/Medicaid. These information channels will be especially important as implementation of the federal Affordable Care Act begins this fall.

OCDEL also plans to develop a strategy to reach relative/neighbor (R/N) providers or licensed exempt providers serving three or fewer children. These providers are often operating in areas without other licensed providers, or offering care during non-traditional hours. They fill a need for parents who need care outside of traditional hours, for families who want an infant or young child in a home setting, or based on cultural preferences. A portion of RTT-ELC funds will be designated for connecting R/N or regulation exempt providers with the Regional Keys. In addition to outreach, RTT-ELC funds will be used to provide Unregulated and Relative/Neighbor providers with the Pennsylvania Learning Standards for Early Childhood – Infants/Toddlers and Preschool versions and samples of other OCDEL resources, such as the Building Blocks for Babies, Recipes for Readiness, and Learning is Everywhere. Making the connections and providing the resources will support choices families have made to access care. As part of the state's High-Quality Plan, Pennsylvania will develop a plan to include all providers serving two or more children for a fee in a monitoring and inspection system. This is outlined more in Competitive Priority 2.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016	Target- end of calendar year 2017
Total number of programs covered by the Tiered Quality Rating and Improvement System^{a, c}	3,985	8,575	10,115	16,901	24,690
Number of programs in Tier 1^b	1,717	5,465	5,500	11,212	16,443
Number of programs in Tier 2	1,077	1,703	2,777	3,569	5,785
Number of programs in Tier 3	570	693	863	979	923
Number of programs in Tier 4	621	714	975	1,141	1,539
<p>^a "Baseline Today" includes only the number of child care children and Head Start children. These two programs are the only ELDPs currently able to participate in the system; future targets include expansion to more provider types.</p> <p>^b Significant increases in 2016 reflect inclusion of registered neighbor care providers, CP2</p> <p>^c The enrollment numbers for "Baseline Today" and future targets provide unduplicated the numbers of Pennsylvania Pre-K Counts providers already at STAR 3 or 4.</p>					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded	11,049	4,863 ^a	44%	5,524	50%	8,286	75%	11,049	100%	11,049	100%

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
preschool <i>Specify:</i> Pennsylvania Pre-K Counts											
Early Head Start and Head Start ^{25 b}	31,066	1,245	.4%	6,523	21%	13,047	42%	17,397	56%	20,503	66%
Early Learning and Development Programs funded by IDEA, Part C ^c	37,058	1,957	5%	Not included in TQRIS Targets as they are home-based or included in child care.							
Early Learning and Development Programs funded by IDEA, Part B, Section 619 ^d	52,752	3,790	7%	3790	7.2%	52,752		100%			
Early Learning and Development Programs funded under Title I of ESEA	5,113	0	0%	0	0%	409	8%	818	16%	1,278	25%
Early Learning and	68,163	14,019 ^e	21%	14,019	21%	23,857	35%	34,081	50%	68,163	100%

²⁵ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Development Programs receiving funds from the State's CCDF program Child Care Works											
Early Learning and Development Programs receiving funds from the State's CCDF program Keystone STARS	103,746	32,139 ^f	31%	103,746	100%	103,746	100%	103,746	100%	103,746	100%
Other <i>Describe:</i> Private Academic Licensed Nursery Schools	21,602 ^g	<i>This ELDP is included in program participation targets, but as a fee for service provider marketed to middle class families serves few or no Children with High Needs.</i>									
Other <i>Describe:</i> Nurse-Family	5,002	<i>Home Visiting programs will not be included in TQRIS targets.</i>									

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Partnership											
Other <i>Describe:</i> Parent Child Home Program	194	<i>Home Visiting programs will not be included in TQRIS targets.</i>									
Other <i>Describe:</i> Parents as Teachers	3,028	<i>Home Visiting programs will not be included in TQRIS targets.</i>									
Other <i>Describe:</i> Healthy Families America	145	<i>Home Visiting programs will not be included in TQRIS targets.</i>									
^a Current Child Care Providers Only. ^b State and Federal funding, Head Start, Early Head Start and Migrant Seasonal center-based only. ^c Early Learning and Development Programs funded by IDEA, Part C are primarily home based programs. ^d Early Learning and Development Programs funded by IDEA, Part B, Section 619 child enrollments are actual numbers; however, enrollment in top tier QRIS sites are based on estimates and will be duplicated. Part of the work of the application will be to better track preschool enrollments for children receiving Part B services. ^e Child Care Works baseline data is actual, based on June 30, 2013 enrollments within the PELICAN Child Care Works data warehouse for infant through 5 year olds. ^f Keystone STARS baseline data is the full estimate of children (birth through Kindergarten entry) in a Keystone STAR 3 or 4 program. June 2013 Child Care Works care level data was used to determine the proportion of children in a Keystone STAR 3 or 4 programs that are from birth through Kindergarten entry. ^g A very low percentage of this population is considered high needs.											

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), that the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Through multiple evaluations over 10 years, the STARS Tiered Quality Rating and Improvement Systems has demonstrated its success by continuing to drive quality improvement in child care programs and providing families with increasing opportunities to enroll their children in quality Early Learning and Development programs. Ongoing, repeated evaluation of child and family outcomes and of program quality document STARS' impact on and benefit to both participating providers and the children they serve, who enter kindergarten better prepared to succeed because they have been enrolled in quality early learning programs.

The success of the STARS program has also been demonstrated through two national studies of state efforts to develop Tiered Quality Rating and Improvement Systems: *Child Care Quality Rating and Improvement Systems: Approaches to Integrating Programs for Young Children in Two States*; and *Defining and Measuring Quality: An In-Depth Study of Five Child Care Quality Rating and Improvement Systems*. These studies were conducted as part of the Child Care Quality Rating Systems Assessment Project an effort by the Administration for Children and Families Office of Planning, Research & Evaluation (ACF OPRE) to create resources for states regarding the evaluation of state systems designed to measure, monitor, and promote high quality child care. ACF OPRE published these reports, the first of which provides in-depth exploration of state Quality Rating and Improvement (QRI) systems and how they function within the early child care and education (ECE) system and the second of which examines the approaches used by five states and communities to measure quality through QRI systems.

(B)(5)(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), that the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality

Pennsylvania has commissioned multiple evaluations of STARS which were conducted by the University of Pittsburgh's Office of Child Development in October 2003, December 2004, and December 2006 following the first, second, and fourth year of STARS implementation. These independent evaluation studies examined the fidelity of STARS implementation, the impact STARS TQRIS had on individual program quality, and the impact the system had on families and child outcomes. The studies reported on the program's performance, progression, and important next steps for the program.

At the time the first study was conducted, only 1,271 providers were participating in STARS, accounting for 14% of all regulated providers in Pennsylvania. To help OCDEL improve and expand the STARS program, the Year One and Year Two reports collected feedback from providers and partners to determine which aspects of the program needed to be adjusted or enhanced. Providers identified a number of areas of needed improvement, including: lack of outreach; difficulties with the application process; barriers to obtaining higher education for staff and caregivers; and unclear standards for Center, Family, and Group facilities.

Based on this feedback, the evaluators made recommendations for improving STARS overall effectiveness. These recommendations included: 1) increasing outreach to parents and the community; 2) providing better information about the application, grant, and award processes; 3) making it more convenient for educators to obtain higher education credits; 4) helping programs identify staff educational and training needs; 5) providing affordable training for staff, and reducing staff turnover; and 6) developing differentiated STARS standards for Family and Group Child Care. OCDEL made system improvements based on these recommendations, and by the time the third study was conducted in 2006 – with 4,044 regulated providers (45.6 percent) participating in STARS – evaluators found that STAR ratings were completed reliably, and that there was system-wide improvement in quality among participating centers.

OCDEL has continued to make improvements to the STARS program through additional external evaluations and ongoing feedback collected from surveys of providers, partners, and

parents. In 2010, OCDEL conducted a comprehensive analysis and evaluation of STARS and issued a report with detailed findings. This report, *Demonstrating Quality: Pennsylvania STARS 2010 Program Report* was intended as a tool for researchers and states developing similar systems. A shorter summary was published for parents and the general public. The 2010 report built on findings from the previous evaluations and describes the specific programmatic enhancements OCDEL made to STARS in response to concerns identified in those previous evaluations.

(B)(5)(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness

Beginning in 2009-10, OCDEL collected enrollment information and outcomes for children enrolled in programs at STAR Levels 3 and 4 the Early Learning Network data system. This system collects child outcomes three times a year from authentic assessments, which are teacher observation-based tools that measure child progress in seven domains of learning and development. Staff receives online and regional face-to-face training on both the principles of authentic assessment and use of the online tool for reporting child outcomes. OCDEL has analyzed child outcomes to determine whether there was a relationship between higher levels of provider quality (as measured by STAR level, ERS scores, and staff qualifications) and residual gains in child outcomes. These analyses revealed significantly larger gains for children who attend higher-quality Early Learning and Development programs. These results suggest that participating in a program with a higher STAR Level rating leads to greater gains for children.

Goals for Validating the TQRIS

1. Use existing state and national information to guide the changes to the standards we propose to make by year 2015.
2. After implementing the changes, look at child outcomes with a private partner using a standardized assessment
3. Complete validation studies to confirm that we have made positive changes to the system related to the standards, the revision to levels and the implementation of differentiated monitoring.

Pennsylvania is uniquely positioned to address this research gap and rigorously assess the extent to which program participation in the STARS system has a significant, measurable effect on child outcomes. With RTT-ELC funding, OCDEL plans to add to existing knowledge about the link between early learning program quality and child outcomes by determining:

- whether the tiers defined in the STARS Tiered Quality Rating and Improvement System accurately and meaningfully reflect differential levels of program quality, and
- whether these differential levels of quality are directly related to child outcomes.

Next Steps

With RTT-ELC funding, Pennsylvania has proposed as part of its High-Quality Plan to make changes to the STARS standards as well as the number of STARS in the system. We also intend to consider implementing a differentiated monitoring system in order to effectively oversee the system as we move into cross sector implementation in the Keystone STAR system. In order to do so, OCDEL will complete research to address the following:

Year One:

- “How does the current national research on tiered quality rating systems inform the revision of Pennsylvania's STARS system?”
- “What elements of the STARS system serve as barriers to movement to higher levels of quality?”
- “Is there a significant difference between child outcomes at STAR Levels 1 and 4?”

Years Two and Three:

- OCDEL will refine the STARS System as informed by the Year One investigation. OCDEL will conduct professional development and disseminate information about the newly constructed STARS System.

Year four:

1. Conduct empirical research study with increased rigor. The research questions are: (1) What is the relationship between the Keystone STAR rating and Child

Outcomes, including learning and school readiness? and (2) Do the tiers reflect differentiated levels of program quality?

This work will include a local team of researchers, who will conduct the ongoing evaluation effort and a national team who will provide guidance and feedback to ensure the evaluation's objectives and methods are consistent with best practice and informed by other national and state research. The core team of researchers will work directly with state administrators and program staff to provide field training, data management support, data analytics, and final report preparation.

Pennsylvania understands that child outcomes are needed from programs at differing levels of quality in order to assess whether these different quality levels are related to differences in child outcomes. The state will collect a sample of outcomes for all children at all STAR levels using a standardized assessment for this evaluation to be completed in year four of the RTT-ELC.

Researchers will advise OCDEL on the approach to sampling and analyzing the data in order to ensure the study is valid and sufficiently powered. The purpose of collecting additional child outcomes is to differentiate results across all STAR levels; further stratification will be performed as feasible to examine the contextual effects of family demographics and community risk factors, such as poverty, neighborhood cohesion, toxic stress, and access to quality programs – all of which may affect the impact high-quality programs have on child outcomes.

Pennsylvania welcomes the opportunity to add to the unfolding national perspectives on research-based studies around efficacy and validation of TQRIS as well as to investigate how supports and other elements of the QRIS system interact to support programs quality and positive outcomes for children, especially those at risk.

(B)(1)-(B)(5) High-Quality Plan

Project: Revise and expand Keystone STARS tiered quality rating and improvement system.

(a) Key Goals:

Pennsylvania's RTT-ELC strategy will achieve the following results:

- a. Current STARS Standards will be revised and new Standards will be implemented, including consideration of movement to a 5 STAR system that is based on National Standards and external stakeholder input.
- b. A campaign to encourage participation in STARS will be developed and implemented in order to increase the number of Children with High Needs that are served by high-quality programs.
- c. Rating and monitoring of Early Learning and Development programs will continue to illustrate high inter-rater reliability while increasing the number of programs that use the Environmental Rating Scale, improving services offered to all children.
- d. Provide information and supports to non-licensed/non-regulated providers (Competitive Priority 2)
- e. Evaluations will be conducted to validate the STARS program.

(b) Activity Summary and Rationale:

- a. Revision of STAR levels and the introduction of a STAR 1 level that is equivalent to basic State licensing will allow for more measurable and meaningful differentiations between program quality levels.
- b. By increasing the technical assistance and financial support available for programs that participate in STARS, especially those programs who enroll increasing numbers of Children with High Needs, participation will be seen as more valuable to programs.
- c. Through rating and monitoring of Early Learning and Development programs and evaluation of the STARS program as a whole, Pennsylvania will be better able to identify and address any obstacles to continuous improvement and link standardized child outcomes to STAR levels.

(c) Key Activities:

Step ID	Activity Description (Assurance Area)	Start	Duration (Months)	Finish	Key Milestone
1	Identify and hire a STARS Expansion Project Manager. (B)(1)-(B)(5)	1/1/14	<i>Through the end of the grant</i>		STARS Expansion Project manager is hired.
2	Develop a pre-requisite checklist for provider types not having licensing or strong program standards for Health & Safety.	2/1/14	3	4/30/14	Pre-requisite checklist is finalized.

Step ID	Activity Description (Assurance Area)	Start	Duration (Months)	Finish	Key Milestone
	(B)(1)				
3	Crosswalk the Licensed Private Academic Nursery Schools, Early Intervention and School District Title 1 requirements to the STARS Standards for inclusion. (B)(1)	3/1/14	5	7/31/14	Requirements are aligned to the STARS Standards.
4	Analyze hybrid QRIS modules to determine whether Pennsylvania should move to hybrid or remain a block system. (B)(1)	3/1/14	5	7/31/14	Hybrid / Block system recommendation
5	Complete meta-analysis of data to determine changes to the STARS standards sources to include data from SMART, national research, stakeholders and National QRIS. Consider all standards related to Early Learning Standards, Comprehensive Assessment, Staff qualifications; Family engagement, Health promotion and effective data practices. (B)(1)/(B)(5)	4/1/14	3	6/30/15	STARS Standards are designed to take into account national research, stakeholders and National QRIS for a 5 STAR system.
6	Design STARS Standards for a 5 STAR system. (B)(1)	7/1/14	6	12/31/14	System standards designed.
7	Compile final design of the STARS system changes and review with external stakeholders. (B)(1)	3/1/15	3	5/31/15	Refined system design.
8	Design and implement system modifications STARS – 5 STARS. This includes design and implementation of the integration with STARS and the licensing system. Specifically includes PELICAN Child Care Works, PELICAN Keys to Quality Online, and Provider Search. (B)(1)	7/1/14	12	6/30/15	Data is analyzed; STARS system changes are implemented, including integration with licensing.
9	Create and Publish worksheets for Licensed Nursery Schools, Early Intervention, and School District Title 1 requirements to	8/1/14	3.5	11/15/14	Worksheets are created and published.

Step ID	Activity Description (Assurance Area)	Start	Duration (Months)	Finish	Key Milestone
	the STARS Standards for inclusion. (B)(1)				
10	Establish a workgroup to review the alignment of QRIS theory to Itinerant and Home based services. (B)(1)	7/1/15	9	3/31/16	Review and alignment of ORIS theory to Itinerant and Home based services.
11	Develop & Implement Training and messaging Plan about STARS expansion - Regional Key, providers & advocates. (B)(2)	9/1/14	4	12/31/14	Completed STARS Expansion training and messaging plan.
12	Develop and implement an informational campaign to provide information related to the new STARS Strategy. (B)(2)	2/1/15	5	6/30/15	Informational campaign is developed and implemented.
13	Revise the STARS Standards and update associated documents to include a certification at STAR 1. (B)(2)	1/6/14	3	3/31/14	Revised STARS Standards.
14	Evaluate Monitoring and Rating Structure to determine staff complement need and amend contracts to reflect increased provider capacity. (B)(3)	2/1/14	5	6/30/14	Contracts are amended to reflect increased provider capacity.
15	Pilot and Analyze the virtual scales of the Environment Rating Scale system to enhance program's Adult-Child Interaction. (B)(2)	7/1/14	12	6/30/15	The Environment Rating scale system is piloted and analyzed to enhance program's Adult-Child Interaction.
16	Recruit Licensed Nursery School, Early Intervention and School Districts into STARS. (B)(2)	9/1/14	5	1/31/15	Licensed Nursery School, Early Intervention and School Districts are recruited into STARS.
17	Hire, train and achieve reliability for expanded cohort of Environment Rating Scale assessors. (B)(3)	2/1/14	5	6/30/14	Expanded cohort of Environment Rating Scale assessors are hired, trained and reliability has been achieved.
18	Utilize workgroup of Regional Key, Pennsylvania Key, OCDEL, Early Intervention	7/1/14	42	12/31/17	Recommendations have been produced and incorporated.

Step ID	Activity Description (Assurance Area)	Start	Duration (Months)	Finish	Key Milestone
	Technical Assistance and Environment Rating Scale Assessors to make recommendations about considerations of differentiated monitoring for QRIS and/or frequency of renewal and environment rating scales. (B)(3)				
19	Implement the virtual scales of the Environment Rating Scale system to enhance program's Adult-Child Interaction. (B)(3)	7/1/15	42	12/31/17	Implementation of the Virtual scales of the Environment Rating Scale system for the Adult-Child Interaction.
20	Review and update marketing materials around STARS to ensure it conveys to parents the message that quality matters. (B)(3)/(B)(4)	1/15/14	11.5	12/31/14	Marketing materials around STARS are reviewed and published.
21	Analyze and update the program incentives for participation in STARS for various provider types. (B)(4)	2/2/14	8	9/30/14	STARS program incentives are updated.
22	Develop and Complete staff Training - Child Care Information Services continued support to Parents regarding choosing quality. (B)(4)	3/3/14	4	6/30/14	Training is produced and delivered.
23	Develop modules for shared services alliance to support replication in regions. (B)(4)	7/1/14	9	3/30/15	Development of shared services alliance modules.
24	Partner with Food & Nutrition to offer mini-grants for "Family Meals" to STARS providers. (B)(4)	10/1/14	38	12/31/17	Mini- grants for are distributed.
25	Provide training on Environment Rating Scale, to Licensed Nursery Schools, Early Intervention and School District into STARS. (B)(4)/(B)(2)	3/1/14	18	12/31/15	STARS training on Environment Rating Scale is delivered.
26	Update SMART Database (web-based system for tracking Monitoring/Designation inter-rater reliability). (B)(4)/(B)(5)	1/1/16	12	12/31/16	SMART Database is updated with interface with Keys To Quality-PELICAN.
27	Implement research project	1/1/14	42	12/31/17	Research is

Step ID	Activity Description (Assurance Area)	Start	Duration (Months)	Finish	Key Milestone
	related to William Penn Foundation. (B)(5)				completed.
28	Complete evaluation of children's outcomes related to STAR level using a standardized assessment. (B)(5)	1/1/16	18	6/30/18	Evaluation of children's outcomes related to STAR level is completed.
29	Expand the EQIP Study for STARS (annually). (B)(5)	7/1/14	41	12/31/17	EQIP Study for STARS is expanded (every year).
30	Provide subsidies and support to non-licensed providers (CP2).	1/1/15	36	12/31/17	Engaged and informed unlicensed providers.

(d) Responsible Party

- a. The Office of Child Development and Early Learning, OCDEL, is ultimately responsible for implementing the activities associated with the state's High-Quality Plan. OCDEL will use multiple sources of inputs to enhance then refine the current TQRIS system to further support the enrollment of Children with High Needs.
- b. The Bureau of Early Learning will lead the coordinated work related to the enhancements to the TQRIS system in coordination with the Bureaus of Certification, Early Intervention and Subsidy.
- c. As OCDEL promulgates policy and standards for the system, the private partners will continue to implement those changes. This will be accomplished through the-public private partnerships with the Pennsylvania Key and the five Regional Keys.

(e) Funding Narrative:

- a. The total budget for this project is \$20,701,825 with \$11,026,825 requested directly from the RTT-ELC grant.
- b. The Keystone STARS program is currently funded by State and federal funding.
- c. Proposed improvements, funded by RTT-ELC, represent a one-time investment in statewide infrastructure and will be sustained with other funding sources after 2017.
- d. Other investments are sustainable as they will longer term build capacity through family and provider engagement and streamlined operations within the state.

(f) Supporting Evidence:

- a. Keystone STARS Standards (Appendix E)

b. Keystone STARS Grants and Awards Structure (Appendix G)

(g) Focus on Children with High Needs:

- a. With sufficient supports, Children with High Needs are more likely to populate Early Learning and Development programs that are rated STAR 3 or 4. This ambitious plan to increase program participation in STARS, support program STAR level advancement and increase the number of slots of Children with High Needs, will combat this current reality.

C. Promoting Early Learning and Development Outcomes for Children

(C)(1) Developing and using statewide, high quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and
- (d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Pennsylvania's Rising STARS Agenda: Revise early learning standards in all content areas to fully align with Pennsylvania's education standards to ensure a cohesive set of standards from birth-12.

Pennsylvania's Learning Standards for Early Childhood were developed in 2004 through cross-sector collaboration from the Departments of Health, Education and Public Welfare, and representatives from child care, Early Intervention, school districts, Head Start, higher education, family support programs and researchers. They delineate benchmarks along the birth to kindergarten continuum to promote kindergarten readiness, and are aligned with standards that span to the 12th-grade. Pennsylvania's standards are research-based according to age and development and form the foundation for curriculum, assessment, instruction and intervention within early care and education programs. They also comprise the primary device for ensuring high quality, consistent child care across geographies and programs. Pennsylvania was one of the first states in the country to develop and align early learning standards to grade three academic

standards. Pennsylvania is now working toward improving learning standards for early childhood through intentional focus on linguistic and developmental appropriateness.

(C)(1)(a): Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness.

Pennsylvania's standards are research-based according to age and development and form the foundation for curriculum, assessment, instruction and intervention within early care and education programs.

Pennsylvania's Learning Standards for Early Childhood span Infant/Toddler, pre-kindergarten, kindergarten, 1st-grade, and 2nd-grade age groups, and include the essential domains of school readiness, including: Approaches to Learning; Language and Literacy; Mathematics; Health, Wellness and Physical Development; and Social and Emotional Development, as described in detail in Appendix B. Additional standards include the domains: Creative Thinking and Expression, Social Studies, Science (including Environment and Ecology), and Partnerships for Learning.

Evidence that Learning Standards are Developmentally Appropriate:

Young children with disabilities meet standards consistent with their individual family service plans (IFSP) or individualized education programs (IEP) goals developed by teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEA) and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990). The skills needed for young English Language Learners to become proficient in English are fully embedded in the Pennsylvania's Learning Standards for Early Childhood, which are published in both English and Spanish.

In moving forward with revisions to the learning standards for early childhood, the Bureau of Early Intervention Services will partner with the Bureau of Early Learning Services to work with practitioners to ensure more intentional inclusion of standards on both IFSP and IEP goals. The sharing of standards-linked goals with families of children with high needs will educate families on developmental benchmarks and expectations for children in Pennsylvania.

Early intervention practitioners and technical assistants have been trained to link IFSP and IEP goals to the *Big Ideas* found within the Learning Standards for Early Childhood. *Big Ideas* and *Essential Questions* (part of a curriculum framework) are found in each standard area within the learning standards and align to third grade academic standards.

Evidence that Learning Standards are Culturally and Linguistically Appropriate:

Children with diverse needs, including cultural and language needs, are addressed within the Introduction, and Guiding Principles of the standards. These principles define and communicate the values that underlie the state standards, and make explicit the state's expectation that all providers address the individual needs of a diverse population including children with special needs, children from diverse cultural backgrounds, and children from all socio-economic groups.

The learning standards themselves have also been written and revised in collaboration with the Pennsylvania Department of Education's Migrant Education Program, a federally funded program that supplements educational support services for migrant children from a variety of countries. The Migrant Education Program assists schools in coordinating the continuity of educational services for children who have had their schooling interrupted. Migrant Education Preschool Parent groups engage parents and children in school readiness and family literacy activities aligned with the Learning Standards for Early Childhood.

In 2012, to further improve cultural and linguistic appropriateness, OCDEL collaborated with the Migrant Education Program to create a Kindergarten Readiness Checklist based on Pennsylvania Learning Standards for Early Childhood. This checklist is used by Pennsylvania's Migrant Education Program Specialists in conjunction with families to ascertain a child's skill level, in key domains of school readiness, prior to entry in kindergarten. The kindergarten checklist is translated into: Arabic, Burmese, Cambodian, Chin, Chinese, English, Karen, Nepali, Spanish and Vietnamese.

To ensure understanding of standards among parents of these children, assessment outcomes are shared with Migrant Education families during home visits. In addition, Migrant Education Summer Programs use standards and linked curriculum to provide Pre-K students a positive learning experience to better prepare for kindergarten.

To further improve its practices, Pennsylvania will commission a Pennsylvania Early Learning Standards Validation Study in 2015. More information is included in the strategies and goals of this section.

(C)(1)(b): Include evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

Currently, Pennsylvania's Learning Standards for Early Childhood span birth to 2nd-grade and are aligned with the following third-grade academic standards: Reading, Writing, Speaking, Listening, Mathematics, Science (including Environment and Ecology), and Social Studies. Pennsylvania's Learning Standards for Early Childhood also align to 3rd grade Student Interpersonal Skill Standards (Social and Emotional Development).

To validate the alignment of the standards and to inform future improvements, Pennsylvania commissioned an alignment study in 2009. Drs. Sharon Lynn Kagan and Catherine Scott-Little, nationally-recognized experts in Early Learning and Development, reviewed the degree of alignment between Pennsylvania's Learning Standards for Early Childhood and the early grades of the state's K-12 system. Their analysis addressed four parameters: balance, coverage, depth, and difficulty, and found that the state's standards and assessments are strong and that they show good alignment across age/grade levels. According to the study, "Pennsylvania is to be congratulated on developing a cohesive set of standards that address birth through second grade." OCDEL used key findings from the study to finalize the 2009 revision of its Learning Standards.

Standards integration across the age continuum is supported by a repository called the Standards Aligned Systems Portal (SAS). This repository is unique in that it is a comprehensive approach to integrate Pennsylvania's early care and education community into the K-12 system. In the years 2010 through 2012, OCDEL collaborated with the Office of Elementary and Secondary Education to develop and embed the pre-kindergarten through Grade 2 early learning standards for Reading, Writing, Speaking and Listening, Math, Science (including Environment and Ecology), Social Studies, and Student Interpersonal Skills (Social and Emotional Development) into SAS so there is greater continuity which includes a paradigm shift from K-12 to pre-kindergarten.

Key revisions to standards

Pennsylvania's commitment to continuous quality improvement extends to a commitment to improving standards. Most recently, the Pre-kindergarten Learning Standards for Early Childhood were revised in the summer of 2013 to reflect the work conducted by OCDEL and the Office of Elementary and Secondary Education during the years of 2010-12. The revisions include the standards now embedded into the SAS portal and Pennsylvania Pre-K Core Standards in English Language Arts and Math. Improvements in pre-kindergarten concepts and competencies (included in the standards book) were informed in part by Pennsylvania Department of Education Migrant Education Specialists and Early Intervention Technical Assistants, and included the incorporation of language specific to these populations. Supportive practices (included in the standards book) offer strategies practitioners can utilize to support standards skill and concept learning and development. Migrant Education Specialists and Early Intervention Technical Assistants also provided inclusive strategies to include within the supportive practices section.

The Kindergarten Learning Standards for Early Childhood were revised in the summer of 2013 to reflect Pennsylvania Core Standards in English Language Arts and Math in addition to standards currently found in SAS in the domains of Science, Environment and Ecology, Social Studies, and Student Interpersonal Skills (Social and Emotional Development). The Kindergarten Standards draft will be vetted by Pennsylvania Department of Education Migrant Education Specialists and Early Intervention Technical Assistants. Kindergarten Learning Standards for Early Childhood are on tap to be printed and disseminated to all kindergarten programs in Pennsylvania within the next several months.

The Infant and Toddler Standards will also be revised to reflect language appropriate for all Early Learning and Development programming in Pennsylvania. This includes Home-Visiting (Nurse-Family Partnership, Parent Child Home Program, Parent as Teachers, Healthy Families America, and Early Head Start), Early Intervention, and Limited English Proficiency. Infant and Toddler Standards revisions will include input from Pennsylvania Department of Education Migrant Education Specialists, Early Intervention Technical Assistants, Parents, and Home-Visiting representatives.

(C)(1)(c): Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development.

More than thirty years of research confirms the foundational importance of early care and education for children's school and life success. As Pennsylvania seeks to emphasize its early learning programs and resources, a standards based approach is vital. Research-based standards are essential in building the foundation for a strong start especially for children in high-needs populations. Standards based programming, curricula, activities, assessment, and workforce competencies create continuity ultimately providing children with skills that give them the confidence to stay the course, graduate from high school or college, and contribute productively to communities and workplaces.

Integrating standards into key curricula, framework, program standards

Pennsylvania Learning Standards for Early Childhood are currently used as a framework for instruction statewide and are incorporated both into the guidance for Keystone STARS, Pennsylvania Pre-K Counts, and Head Start Supplemental Assistance Programs.

All early care and education programs licensed through the Department of Public Welfare receive copies of the Learning Standards for Early Childhood and all state funded programs use curricula and assessments that have been aligned to the standards. Sixteen publishing companies have aligned their curricula to Pennsylvania's revised standards.

Communicating standards and supporting strategies or activities to parents

State funded programs are required to conference with parents throughout the program year. Programs use standards-based assessment outcomes and standards to plan goals with parents. OCDEL has created a diverse variety of standards-based family-friendly resources shared with families throughout the school year and during kindergarten registration.

Home visiting grantees use Pennsylvania Learning Standards for Early Childhood to support children and families as monitored by the Performance Review Instrument. As mentioned, the Pennsylvania Department of Education's Migrant Education Program uses the Learning

Standards for Early Childhood in their preschool programs, in-home teaching environments, summer kindergarten readiness programs, and Preschool/Parent groups.

OCDEL created a family engagement framework by cross walking the following family engagement documents: Head Start Family Engagement Outcome(s); Strengthening Families Protective Factor(s); and Parent Teacher Association (PTA) National Standards for Family-School Partnerships. Future planned improvements to family engagement include revising the Partnerships for Learning Standards (family engagement) standard to reflect seven common elements identified through the crosswalk.

In addition, parent resources that communicate state standards, are distributed through libraries, child care information services (CCIS), county child care councils, local education agencies, pediatrician offices, WIC agencies, and state Local Education and Resource Network (LEARN) partners (refer to Appendix T). The resources are provided in English and Spanish and are also aligned with the state's Learning Standards for Early Childhood.

Incorporating standards into professional development activities

Learning Standards for Early Childhood are an integral part of the core-series training for Keystone STARS. Standards framed the revision of the state's Core Knowledge Competencies (its Workforce Competencies Framework) and are fully embedded within the Pre-K to 4th-Grade Teaching Certificate. Pennsylvania Learning Standards for Early Childhood are also embedded into the Director Credential program.

One of the programs most unique to Pennsylvania is called the "Early Childhood Executive Leadership Institute." The Institute includes alignment to learning standards for early childhood and was developed in collaboration with the National Institute for School Leadership and Pennsylvania Inspired Leadership Program. This Institute is designed to increase the capability of leaders in early childhood education programs to understand and connect the many systems focused on the growth, development, and education of children from birth through third-grade. Conversely, its purpose is also to edify school district leaders on the facets and models of service delivery in early childhood. Participants come from the same or nearby communities, service area, or educational network so each party can internalize and implement key concepts and approaches in an integrated way. The intent of the five-day session is for participants to develop

insight into and development of the alignment of early childhood with school district practice. Pennsylvania is one of the first states to develop and implement an institute that includes leaders from both early education and the K-12 community. This institute is offered once per year in eight regions within the state.

Incorporating academic standards into assessments

All state-funded programs (Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program, and Keystone STARS 3 and 4 programs) must use an approved assessment that has demonstrated adequate alignment to Pennsylvania's standards based Infant, Young Toddler, Older Toddler, and Pre-K frameworks. There are five publishing companies that have aligned assessments (for Infants/Toddlers and Pre-K) to these standards and approximately 35,000 children are assessed according to state learning standards each year.

(C)(1)(d): Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Pennsylvania's strategies for ensuring that programs incorporate learning standards into teaching and learning include:

1. Professional development and technical assistance

OCDEL oversees several of the departments and agencies providing technical assistance and is therefore able to analyze and efficiently distribute global, cross-systems technical assistance. The state's Learning Standards for Early Childhood are integrated into the technical assistance and supports offered to programs as verified by on site visit documentation.

The Pennsylvania Quality Assurance System (PQAS) is a system for certifying individuals who provide professional development and technical assistance to early childhood and school-age professionals. PQAS maintains a registry of approved Professional Development Instructors (PDIs) to help ensure that professional development activities meet quality standards. PQAS instructors provide ongoing professional development on the Learning Standards for Early Childhood as well as Linking Standards, Assessment and Curriculum. All professional development offerings are listed on the Pennsylvania Key on-line training calendar affording

practitioners easy search options and registration. Trainings listed on the Pennsylvania Key on-line training calendar must include alignment to Learning Standards for Early Childhood.

2. Strategic partnerships

Penn State University's *Better Kid Care Program* provides educational materials, learning experiences and programs to child care providers, parents, and employers throughout Pennsylvania. Better Kid Care offers on-demand lessons and lessons via U.S. mail that are linked to Pennsylvania Learning Standards and are available to early care and education practitioners throughout the state.

Expand the Brand, a quality early learning communications and networking leadership group, seeks to help grow more early learning leaders by focusing on identified skill sets. One of six modules entitled "Communicating about Quality Early Learning" focuses on standards and includes outreach activities to increase awareness, build demand and encourage support for quality early learning.

Pennsylvania's *Promise for Children* is a coordinated statewide campaign to raise awareness about the value of quality early learning and to build responsibility among every Pennsylvanian for the early learning of the children in their lives. Pennsylvania Promise for Children's website highlights standards based resources and is sponsored by the Pennsylvania BUILD Initiative, Heinz Endowments, The Grable Foundation, William Penn Foundation, and the Pennsylvania Early Learning Keys to Quality, in partnership with the Office of Child Development and Early Learning.

3. Online and print resources

A variety of resources are in place to help all audiences become familiar with and understand state standards. Documents include:

- *Kindergarten Here I Come! Kindergarten Here I Am, Learning is Everywhere!*, and *Every Day I Learn through Play!* are guides for families, practitioners and school districts that provide a range of activities families can use at home to support learning and development;

- Standards Wheel for Relative/Neighbor Providers and Families, outlines developmental milestones for children at different age levels across the key developmental domains;
- *Recipes for Readiness*, provides various family-friendly activities that help families promote the skills that kindergarten teachers are looking for as children enter their classrooms;
- *Building Blocks for Babies*, offers family-friendly activities specifically geared to infants and toddlers and designed as a diaper bag companion; and
- DVDs containing the Learning Standards for early care and education practitioners.

These resources have been distributed through libraries, child care information services (CCIS), county child care councils, local education agencies, pediatrician offices, WIC agencies, and Local Education and Resource Network (LEARN) partners. The resources are provided in English and Spanish and are also aligned with the state's Learning Standards for Early Childhood.

Incorporating health and wellness standards

Pennsylvania has several health and wellness initiatives that align to the National Let's Move Campaign and all initiatives fully align to and incorporate the Learning Standards for Early Childhood. *Keystone Kids Go* is an initiative in Pennsylvania focused on improving young children's nutrition and physical activity. *I am Moving I am Learning* is a proactive approach for addressing childhood obesity while enhancing school readiness in young children birth to five within Early Care and Education settings. The *ECE Green and Healthy* Initiative is designed to put early learning programs on a path toward achieving excellence in environmental health and conservation. Lastly, the Nutritional and Physical Activity Self-Assessment for Child Care (NAPSACC) is a research-tested intervention designed to enhance policies, practices, and environments in child care by improving the nutritional quality of food served, the amount and quality of physical activity and facility nutrition and physical activity policies and practices. Pennsylvania Department of Health recently received a CDC grant that will broaden the reach of the NAPSACC.

Gaps in the Use of Pennsylvania's Learning Standards for Early Childhood

Two key gaps exist in the use of Pennsylvania's Learning Standards for Early Childhood:

- 1). Infant and Toddler standards will be revised to reflect language appropriate for all early care and education programs (home-visiting, early intervention, limited English proficiency). This work will include refinement of the Partnerships for Learning (family engagement) standards as mentioned above.
- 2). Executive Function Skill Standards exist for pre-kindergarten and kindergarten and will be developed for Grades 1 and 2 and embedded into the Standards Aligned System (SAS) portal.

Goals for the Use of Pennsylvania's Learning Standards for Early Childhood

- To demonstrate the foundational role early childhood instruction, including intentional understanding and use of standards and assessment, serves in ensuring students are ready by Grade 3.
- To inform teachers and administrators about curriculum and assessment and guide the selection of program materials and the design of instruction.
- To inform parents from all diverse populations of developmental and age-appropriate expectations for children.
- To provide a common framework for community-based work on curriculum, assessment, and transitions.

Next Steps for the Use of Pennsylvania's Learning Standards for Early Childhood

(1): Revise the Infant and Toddler Standards to ensure appropriate use by all Early Learning and Development programs.

OCDEL will convene a stakeholder group to revisit and refine Infant and Toddler Standards in each of the eight key learning areas/domains of Approaches to Learning, Language and Literacy, Mathematics, Science, Social Studies, Creative Arts and Expression, Health, Wellness and Physical Development, and Social and Emotional Development. The Partnerships for Families Standards (family engagement) will be revised to reflect seven common elements identified in the Pennsylvania's family engagement framework.

Revised Infant and Toddler Standards will be designed and printed by a contracted publishing company. Infant and Toddler Standards will be disseminated to all state-funded early learning and development Programs across the Commonwealth beginning in July 2014.

A professional development plan will be developed that includes both asynchronous and face-to-face opportunities. Professional development will include updates to standards and the use of assessment outcomes to drive instruction, programming and quality improvements – refer to Section (D)(1).

(2): Develop Executive Function Skill Standards for Grades 1 and 2 and embed on the Standards Aligned System (SAS) portal.

OCDEL will convene a stakeholder group to develop Executive Function Skill Standards for Grades 1 and 2. Stakeholder group will consist of: teachers from public, private, and charter schools; local education agency administrators, higher education staff; migrant education program staff; Pennsylvania Department of Education English language learner staff; OCDEL staff, and Office of Elementary and Secondary Education representation.

Learning Standards for Grades 1 and 2 (book format) will be revised to reflect current standards posted on the Standards Aligned System (SAS) in the learning domains of English Language Arts, Mathematics, Science (including Environment and Ecology), Social Studies, and Social and Emotional Development in addition to newly developed Executive Skill Standards. Revised Grades 1 and 2 Standards will be disseminated to all elementary schools within the Commonwealth.

OCDEL will continue to work in conjunction with the Pennsylvania Department of Education's Office of Elementary and Secondary Education to incorporate the Executive Skill Standards for Pre-K through Grade 2 into the Standards Aligned System (SAS) Portal.

(3): Design, printing, and dissemination of pre-kindergarten, and kindergarten Learning Standards for Early Childhood.

All state-funded pre-kindergarten and kindergarten programs across the Commonwealth will receive the standards beginning in July 2014. A supporting professional development plan will be developed that includes both asynchronous and face-to-face opportunities. Professional

development will include updates to standards and the use of assessment outcomes to drive instruction, programming and quality improvements refer to Section (D)(1).

(4): Contract with experts to conduct a standards validation study

Upon completion, dissemination, and implementation of all revised standards, OCDEL will contract with experts, through a RFI process, to conduct a validation study. This validation will ensure the age, developmental, and linguistic appropriateness of the learning standards for early childhood. Findings of the 2015 validation study will inform future refinements to Pennsylvania's Learning Standards for Early Childhood.

Evidence for (C) (1) (a) and (b):

(1): Proof of Standards Use by Early Learning and Development Programs

All programs that participate in Keystone STARS are required to use the standards.

Requirements for use intensify for programs to move up the STARS ladder and receive higher STARS ratings. Appendix I: Required Use of Standards in Early Learning and Development Programs documents the use of Learning Standards for Early Childhood by Keystone STARS Early Learning and Development Programs (including STARS-designated child care providers and all Pennsylvania Pre-K Counts Programs).

(2): Documentation of Standards

Pennsylvania's Learning Standards for Early Childhood cover the Infant/Toddler, pre-kindergarten, kindergarten, 1st-grade, and 2nd-grade age groups, and include the essential domains of school readiness. Documentation of these Early Learning and Development Standards can be located in Appendix B, provides the standards for Infants/Toddlers, Pre-K, and kindergarten.

(3): Documentation of Developmental, Linguistic, and Cultural Appropriateness of Standards

Pennsylvania has developed standards that specifically address the individual needs of a diverse population of children, including low-income children, children with disabilities and developmental delays, and children with Limited English Proficiency. Documentation of how the state's Early Learning and Development Standards address developmental, linguistic, and cultural differences is provided in Appendix J and Appendix K.

(4): Documentation that the Standards are High Quality and Address School Readiness
Documentation that the standards address all Essential Domains of School Readiness and that they are of high quality is provided on the last two pages of Appendix B. This documentation provides the Learning Standards for Infants/Toddlers, Pre-K, and kindergarten.

(5): Documentation that the Standards Align with State's K-3 Standards
Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards is provided in Appendix L.

(C)(1) High-Quality Plan

Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards.

Key Goals:

- a. The Early Learning and Development Infant/Toddler and Grades 1 and 2 Standards will be revisited and revised to ensure developmental, cultural, and linguistic appropriateness.
- b. In order to promote high levels of compliance with the new Standards, trainings will be offered, and the Standards will be incorporated into professional development activities.
- c. The new Standards will then be evaluated and validated.

(b) Activity Summary and Rationale:

- a. Pennsylvania has identified some gaps in the current Infant/Toddler and Grades 1 and 2 Standards; these gaps are currently reducing their validity and use. By revising, reprinting and realigning the Standards with professional development trainings, Pennsylvania can ensure these Standards contribute to the continuous improvement of all services provided to Pennsylvania's children.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Determine and engage stakeholder group to revisit,	10/1/13	1	10/31/13	Stakeholder group to revisit, reflect upon,

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	reflect upon, and refine Infant/Toddler Standards. Group will consist of ECE practitioners; Home visitors; Part C early intervention staff; Higher education; Infant and toddler specialists; Early childhood mental health consultants; Migrant education; PDE English language learner representation; and Parents.				and refine Infant/Toddler Standards is selected and engaged.
2	Determine and engage stakeholder group to revise "Partnerships for Learning" to reflect 7 key elements identified in family engagement crosswalk. Partnership standards will be written to be inclusive of all program types in Pennsylvania.	10/1/13	1	10/31/13	Stakeholder group to revise "Partnerships for Learning" is selected and engaged.
3	Convene stakeholder group to begin work.	12/1/13	4	3/31/14	Stakeholder group is convened.
4	Internal/external review of Infant/Toddler Standards draft for content, grammar, spelling, and cultural/linguistic appropriateness.	4/1/14	1	4/30/14	Internal/external review of Infant/Toddler Standards is completed.
5	Print revised 2014 Infant/Toddler Standards.	5/1/14	1	5/30/14	2014 Infant/Toddler Standards are printed.
6	Disseminate 2014 Infant/Toddler Standards.	7/1/14	1.5	8/15/14	2014 Infant/Toddler Standards are disseminated.
7	Determine stakeholder group to develop executive function skill standards for Grades 1 and 2. Group will consist of Grades 1 and 2 teachers (public, charter, private); Administrators; Part C early intervention staff; Higher education; Early childhood mental health consultants; Migrant education; PDE	1/1/14	1	2/1/14	Stakeholder group to develop executive function skill standards for Grades 1 and 2 is determined.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	English language learner representation; and Parents.				
8	Convene stakeholder group to begin work.	3/1/14	6	8/31/14	Stakeholder group is convened.
9	Revise Grades 1 and 2 Standards to reflect current changes to the standards embedded in the Standards Aligned System (SAS) portal and developed executive function skills standards.	9/1/14	3	11/31/14	Grades 1 and 2 Standards are revised.
10	Print revised 2015 Grades 1 and 2 Standards.	12/1/14	2	1/31/15	2015 Grades 1 and 2 Standards are printed.
11	Disseminate 2015 Grades 1 and 2 Standards.	2/1/15	2	3/31/15	2015 Grades 1 and 2 Standards are disseminated.
12	Develop and deliver asynchronous training for changes to the Pre-K standards including information on ELA and Math Core Standards.	10/1/13	6	3/31/14	Asynchronous training for changes to the Pre-Kindergarten Standards are developed and delivered.
13	Determine stakeholder group to devise a standards professional development plan to reflect revisions to standards (I/T; PK) and updates on Standards Aligned System (SAS) portal.	5/1/14	2	6/30/14	Stakeholder group to devise a standards professional development plan is determined.
14	Convene stakeholder group to begin work on development of training for I/T and Pre-K standards with a deeper focus on intentional implementations and conceptual framework of a standards aligned system.	7/1/14	4	10/31/14	Stakeholder group to devise a standards professional development plan is convened.
15	Train certified PQAS instructors on new modules.	11/1/14	2	12/31/14	Certified PQAS instructors are trained on new modules.
16	Disseminate newly revised training to ECE practitioners across the Commonwealth	1/1/15	36	12/31/17	Revised training is disseminated to ECE practitioners.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
17	Contract Standards Technical Support Project Manager for targeted intervention strategy around standards implementation and use of data for decision making/instruction/quality improvement in priority zones.	1/1/15	36	12/31/17	Standards Technical Support Project Manager is contracted.
18	In order to support the Innovation Grants, provide targeted intervention support around standards implementation and use of data for decision making/instruction/ quality improvement in priority zones.	1/1/15	36	12/31/17	Targeted intervention support around standards implementation and use of data for decision making/instruction/ quality improvement is provided to priority zones.
19	Create RFI targeting content experts in the ECE field to conduct a standards validation study.	1/1/15	6	6/30/15	RFI targeting content experts in the ECE field to conduct a standards validation study will be created.
20	Contracted experts will conduct a standards validation study ensuring Pennsylvania Learning Standards for Early Childhood are age- and developmentally- appropriate and culturally appropriate for all children including children with disabilities and English Language Learners.	9/1/15	18	3/31/17	Standards validation study ensuring Pennsylvania Learning Standards for Early Childhood are age- and developmentally- appropriate and culturally appropriate for all children including children with disabilities and English Language Learners will be conducted.

(d) Responsible Party

- a. OCDEL is the primary responsible party for all of these activities. The Standards development and revision will be conducted by the Bureau of Early Learning Services (BELS) and the reprinting of the standards will be done by a contracted printing company.
- b. Dissemination and training on the new standards, as well as alignment of professional development with the new standards will be the responsibility of BELS and Pennsylvania Key. OCDEL will be responsible for the standards validation study.

(e) Funding Narrative:

- a. The total budget for this project is \$5,776,831 with \$939,331 directly requested from the RTT-ELC grant.
- b. This represents a one-time investment which requires no additional funding beyond the life of the grant.
- c. In addition, once the Standards have been disseminated, training will be developed that can be efficiently delivered through existing state funding sources beyond 2017.

(f) Supporting Evidence:

- a. Required Use of Standards in Early Learning and Development Programs (Appendix I)
- b. Documentation of the Alignment between the State's Early Learning and Development Standards and the State's K-3 Standards (Appendix L)

(g) Focus on Children with High Needs:

- a. Rigorous, appropriate Standards that are fully implemented are indicators of high-quality Early Childhood programs. These Standards provide a framework from which programs develop best practices and improve outcomes for Children with High Needs.

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

- (a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;
- (b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- (c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs;
- (d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services, and to effectively solicit and use family input on children's development and needs; and
- (e) Articulating guidelines and procedures for sharing assessment data and results with parents, involving them in decisions about their children's care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.

Pennsylvania's Rising STARS Agenda: Support effective use of comprehensive assessment systems to better understand program outcomes and Pennsylvania's return on investment and to empower educators in making informed decisions.

Pennsylvania's comprehensive system of early childhood assessment includes screening tools, formative assessment measures, measures of program quality, and measures of adult-child interaction. Pennsylvania has incorporated these components of a comprehensive assessment system into its requirements for state funded programs that serve the state's most vulnerable children, including Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Programs, early intervention programs, and child care programs within Pennsylvania's STARS tiered quality rating and improvement system. Pennsylvania's system of comprehensive assessment includes assessments that allow linkages between developmental and curricular benchmarks across birth to grade 3, as well as linkages of environmental quality to the promotion of child outcomes. Outcomes are integrated into the state's unified early childhood data system with the purposes of: 1) providing reliable, and comparable data for the purposes of decision making at multiple tiers (families, teachers and caregivers, program administration, and policymakers), 2) allowing flexibility in choice of assessment measures so that the unique needs of users and consumers can be met, 3) collecting outcomes that are standards-based, and 4) using appropriate,

un-burdensome, and un-duplicative measures for assessing young children, teachers, and programs. Pennsylvania's assessment system is designed to use data to: increase program quality, teacher effectiveness, and, ultimately, to increase child outcomes across cognitive and non-cognitive domains of learning so that all children, regardless of needs or income, enter kindergarten with the skills necessary for school success and can continue on a positive trajectory throughout their schooling.

(C)(2)(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

Pennsylvania's approach to assessment selection is rooted in the belief that local programs have unique needs based upon the diverse groups of children and families they serve, the professionals they employ, and unique curricular philosophies.

Allowing programs to choose reliable assessment tools:

In 2012, Pennsylvania shifted from one state-selected assessment tool to allowing programs to choose from a list of approved, valid and reliable, comprehensive assessment tools which are rigorously aligned to state standards-based frameworks (infant, young toddler, older toddler, and pre-kindergarten – please refer to Appendix A which is illustrated in Figure 2.1 below:

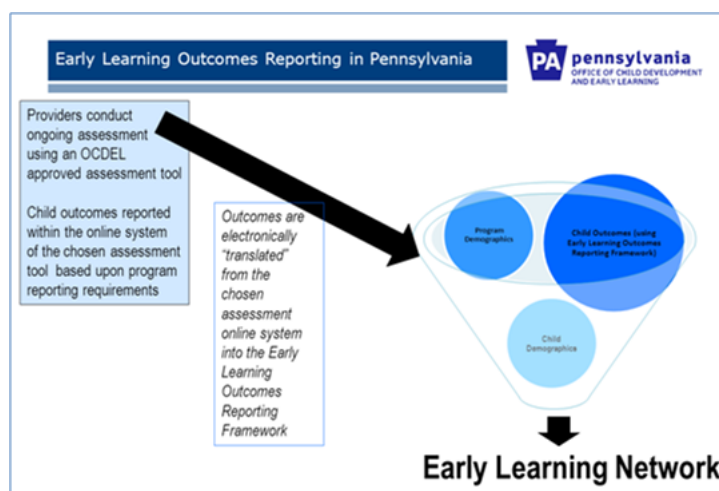


Figure 2.1: ELOR Overview

This shift, part of an innovative new reporting system referred to as the Early Learning Outcomes Reporting (ELOR) strategy, meant that providers could choose a tool which best met

the needs of their program. Each instrument was paired with full access to resources located within the assessment vendors' online systems to share information with families, and to inform instruction and program improvements. The multiple assessment tools and reporting strategy were introduced in 2012 to Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Programs, early intervention programs, and child care programs at the top two levels of the STARS tiered quality rating and improvement system. For information on the approved assessment tools for 2013-14, please refer to Appendix N.

Aligning its early-learning outcomes reporting strategy to multiple assessments and standards-based frameworks allows Pennsylvania to offer programs flexibility in choosing which assessment tool best meets the needs of their program while providing a standard matrix for statewide collection of child outcomes for statewide decision making and statewide program improvements.

Roll-out of the new strategy included training for providers in the selection of appropriate assessment measures. This system also includes a rigorous approval process that includes components for aligning comprehensive, valid and reliable, observation-based assessment tools with Pennsylvania's standards-based frameworks (infant, young toddler, older toddler, and pre-kindergarten). In the spring of each year, a request for interest (RFI) is posted publicly for any interested assessment company. Companies must respond to the RFI on or before September 30 in order for their assessment measure to be considered for approval in the subsequent fiscal year. The initial screening process includes review of any submitted assessment tool for 1) evidence that the tool is an observation-based assessment; 2) evidence that the tool is valid and reliable, and; 3) evidence that the tool includes reliable coverage across the cognitive and non-cognitive domains related to the Pennsylvania Learning Standards for Early Childhood. Once an assessment measure has provided evidence meeting these three initial criteria, assessment companies must submit an extensive alignment between their assessment measure and the respective Pennsylvania Early Learning Outcomes Reporting frameworks for the age grouping for which the assessment was designed. This alignment is rigorously reviewed to ensure substantial comparability between the assessment and the frameworks. At this point in the process, a submitted assessment tool can be approved for the scoring and information technology process or denied inclusion as an approved tool. If approved, the assessment company is

responsible for developing and submitting a scoring methodology, which, building from the alignment work, is the mechanism for translating outcomes collected in the assessment tool into the standards-based Early Learning Outcomes Reporting frameworks. The assessment company must also ensure that their on-line system can communicate outcomes into Pennsylvania's Early Learning Network.

Pennsylvania has been monitoring the strategy's effectiveness and results over the past year, and commissioned a review of the alignment process with national experts, Catherine Scott Little and Sharon Lynn Kagan. Please refer to Appendix M. Next steps from the review process include clear recommendations to further enhance Pennsylvania's Early Learning Outcomes Reporting strategy to assure reliable and comparable data is being collected across the multiple assessment tools. Pennsylvania is requesting RTT-ELC funding to address the following recommendations:

- Review and revise the Early Learning Outcomes Reporting frameworks to include salient standards which are most common across the multiple assessments, and develop a written rationale for the standards which are included within the frameworks.
- Develop clear, consistent, and written rules for the alignment process.
- Develop clear, consistent and written rules for development of scoring methodology.

Once revisions have been made to the frameworks and the strategy processes, OCDEL will collect outcomes over the 2015-16 program year, and then conduct an analysis of the outcomes to ensure that reliable and comparable data is being collected across the multiple assessment tools. Based on the findings of this analysis, OCDEL will generate and communicate recommendations for the Early Learning Outcomes Reporting strategy.

Resources to programs and providers on selecting and using assessment tools:

Resources provided to programs include both written guidance and professional development on selecting appropriate assessment instruments for their populations. Guidance is provided in three key documents created by cross-sector stakeholder groups of experts that include representatives from child care, school districts, higher education, early intervention, and assessment experts. The three guiding documents are: 1) The Revised Report and Guidelines on Early Childhood Assessment for Children from Birth to Age 8; 2) Summary of Assessment Measures; and 3) The

Review of Early Childhood Classroom Observation Measures. Please refer to Appendix O, Appendix P, and Appendix Q. These documents support programs in selecting the appropriate assessments by providing guidance on aligning assessment with curriculum, appropriate assessment for young children, and appropriate assessment for children with diverse cultural, linguistic, and developmental needs, and by providing supportive documents with listings of various assessment measures. Although curriculum and assessment are intertwined, distinct written guidance was created about assessment, curriculum, and classroom observation measures. The purpose of the separation was to help individuals access the information about each topic with greater ease. Each document provides comprehensive information about the importance of assessment, curriculum, or classroom observation to provide quality classrooms for children to succeed in school. The assessment and curriculum reports each have accompanying documents that contain tables describing individual assessment tools or curriculum resources. Pennsylvania is proposing to update this written guidance on early childhood assessment, the summary of assessment measures, and the review of early childhood classroom observation measures. This update will include enhanced information on appropriate assessment for young children, and particularly for children that are culturally, linguistically, and developmentally diverse, as well as key strategies for assessment types holistically to inform program improvements, instruction and intervention, and professional development.

In addition to Pennsylvania's Early Learning Outcomes Reporting strategy already detailed above, Pennsylvania promotes a comprehensive assessment system in the following areas:

Screening and formative assessment: Pennsylvania encourages early screening and ongoing, comprehensive, observation-based assessment for young children. Requirements for use of a standards-aligned, developmental screening tool are included in program standards for all children from birth to age five upon entry into Pennsylvania Pre-K Counts programs, Head Start Supplemental Assistance Programs, state-managed Early Head Start programs, home visiting programs, early intervention programs, and child care programs in levels 2, 3, and 4 of the STARS tiered quality rating and improvement system. Although use of the Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire-Social Emotional (ASQ-SE) are recommended and are aligned to learning standards, programs may choose from any valid and reliable screening tool which has been aligned to the standards and meets the needs of their

program. Pennsylvania's professional development plan has included robust information on the use of ASQ and ASQ-SE; however, Pennsylvania is proposing to fund additional training and targeted support in our ECE Community Innovation zones around the selection of appropriate screening tools.

Table (A)(1)-7) provides details about the state's early childhood screening and ongoing formative assessment measures.

Measures of Environmental Quality: Since 2002, Pennsylvania has implemented the nationally recognized Environment Rating Scales (ERS) as a standard tool to assess environmental quality in Keystone STARS and Pennsylvania Pre-K Counts programs. The ERS are reliable across multiple age groups (infant/toddler, preschool, school-age) and program types (center and home based). The ERS tools have well-developed accompanying training materials and understandable progressions for improvement. The scales have proven reliability and validity. Pennsylvania's Program Quality Assessment team is currently comprised of 16 assessors and three supervisors. New assessors must successfully complete five reliable assessments on an Environment Rating Scale prior to using the scale independently. The team maintains a high level of reliability (average 92% or above) due to regular reliability checks with team members or a supervisor. New staff complete a minimum of one reliability check per scale every 90 days, and 180 days for staff with over one-year experience who consistently achieve reliability. However, reliability visits often occur more frequently. In addition, the team regularly communicates via conference call or regional team meetings. As a result, consensus documents have been developed and are continually updated to ensure internal reliability across the Commonwealth. Assessors use the Branagh Information Group's ERS database to conduct assessments and write detailed summary reports. A facility report and individual classroom summary reports are shared with programs to inform them of their strengths and potential areas of improvement. Data collected is also used to generate various reports from the ERS database reports portal. These reports may be used at the program level (such as a time comparison report of scores across two or more assessment periods) as well as at the state level to identify targets for Pennsylvania's professional development and technical assistance programs.

Over 1,700 ERS assessments were conducted in Pennsylvania during the last fiscal year. Programs applying for or renewing a Keystone STAR 3 or 4 level are required to have an ERS

assessment in one-third of the classrooms in the program. Providers participating in Pennsylvania Pre-K Counts have assessments on one-half of all classrooms in their program. In addition, assessors offer training to providers participating in Keystone STARS, which provides an overview of the indicators of child care quality and prepares providers with the skills necessary to use the rating scale as a self-assessment tool. Additional resources are also available to programs, such as the “ERS Self-reflection” tools. These tools have been developed by the assessment team to assist providers in targeting and managing their continuous quality improvement efforts. A Pennsylvania-specific review of ERS scores coupled with child outcomes has shown increases in the growth children make when programs score at higher levels of the ERS.

In addition to the ERS, another measure of environment quality focuses on important input from the families our programs serve. OCDEL’s cross-program family survey process allows us to gather feedback directly from the families that are participating in our programs. Please refer to Appendix W. The OCDEL family survey process is an integral component of our overall program evaluation strategy. The family survey results have validated that families also recognize the strengths seen through other measures. OCDEL currently surveys families across programs including: Child Care Works, Early Head Start, Early Intervention (infant/toddler and preschool), Head Start Supplemental Assistance Program, Keystone STARS, Parent Child Home Program, Pennsylvania Pre-K Counts, and MIECHV family support programs. The surveys include a “core” set of questions that are asked across all programs, along with specific items that are designed to elicit program-specific feedback (for example, EI asks questions that are specific to the IEP process). STARS and Pennsylvania Pre-K Counts results are shared at the statewide level, through advisory structures and technical assistance systems (including the Regional Keys). Local programs are provided statewide data and, in some instances (if their individual return rate is high enough), local data. By involving families in this annual process, OCDEL has created a feedback loop with families about Early Learning and Development programming.

Measures of Quality Adult-Child Interactions: In 2010, OCDEL conducted a statewide pilot of *Classroom Assessment Scoring System* (CLASS), a valid and reliable tool that measures the quality of teachers’ and caregivers’ interactions with children. The objective of the pilot was to

examine the usefulness of the tool in supporting quality improvement and to investigate the feasibility of using this tool in all state-funded early learning and development programs. Programs participating in the project received training and technical assistance to support their use of this tool. The pilot project was designed to evaluate the use of CLASS assessment results a) as a way to inform technical assistance and professional development at the local program and state levels; b) as an additional source of evidence for programs as they establish continuous quality improvement goals; and c) as a resource to explore the relationship between components of program quality and child outcomes. The state supports a program's selection and use of the CLASS assessment through access to CLASS-specific professional development and continuous quality improvement resources.

Environment Rating Scale (ERS) sub-scales also provide evidence related to adult-child interactions. In addition, beginning July 2013, local education agencies, early intervention agencies, and Pennsylvania Pre-K Counts programs will be required to use an observation-based framework to measure teacher effectiveness. The recommended, state-supported model is the Danielson Framework for Teaching. OCDEL has developed specific early childhood examples and guiding questions to support appropriate use of the rubric in early childhood settings. The rubric provides valuable, evidence-based information on the teacher's ability to plan intentionally, create an environment conducive to learning, deliver appropriate instruction, and engage in teaching as a profession. Information gained from use of the rubric will be used to inform professional development needs of the teachers assessed. In addition, the information gained, when used in conjunction with child outcomes, and the ERS, can provide a comprehensive, data-driven approach to continuous quality improvement and targeted professional development. Pennsylvania, with grant funding through the National Governor's Association, is currently implementing an action plan to further apply the Danielson Framework for Teaching in early childhood programs beyond Pennsylvania Pre-K Counts and early intervention.

(C)(2)(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

Pennsylvania has worked to strengthen early childhood educators' understanding of the purposes and uses of each type of assessment measure in the following ways:

- (a) Providing multi-strategy training on the components of a Comprehensive Assessment System is provided across the continuum of programs and services through the Professional Development Instructor Institute (PDII). This robust training demonstrates the way in which standards, curriculum, and assessment work together to provide information on children's progress and skill development, is part of annual conferences, online training, and regional face-to-face events, and is included within pre-service teacher certification. This training will be updated to include information on revisions to standards and to include more specific information on resources available on each type of assessment.
- (b) Professional development opportunities are provided through the Pennsylvania Keys training system on the ASQ, ASQ-SE, CLASS, observation and assessment, and ERS. Currently, 812 instructors are certified to offer training on child assessment; 50 offer specific training on ASQ and ASQ-SE. Forty-eight instructors offer training on ERS. Assessment training is embedded in the Core Knowledge Competencies, which define key competencies expected of qualified early education practitioners, as well as in the state's teacher pre-service coursework. Pennsylvania will review currently available professional development for possible integration into the proposed Comprehensive Assessment modules. Modules will include information to further enhance providers' understanding of the purposes and uses of each type of assessment. The Comprehensive Assessment modules can be provided through multiple training modalities (e.g. face-to-face, asynchronous web-based). In addition, more targeted use of the modules, coupled with additional resources including personal technical assistance, will be utilized within the ECE Community Innovation Zones.
- (c) As part of our Early Learning Outcomes Reporting strategy, professional development on purposes and uses of each approved assessment tool is available through each respective assessment company. Pennsylvania proposes to utilize RTT-ELC funding to ensure providers receive training from their respective assessment companies on their selected assessment measure. This activity will include further partnering with approved assessment companies to ensure training is available throughout the state; to ensure training is integrated into Pennsylvania's professional development system; and to ensure that training is offered at no or low cost to providers.

(C)(2)(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs;

Pennsylvania has articulated policy detailing the necessity for collaboration between settings if a child is enrolled in more than one program to reduce duplicative assessments or when a child transitions from one setting to another within Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Programs, state-managed Early Head Start programs, home visiting programs, early intervention programs, and child care programs participating in STARS. State requirements around collaboration and transitioning children are implemented through the policies and efforts of local programs. In addition, the collection of child outcomes and Environment Rating Scale data within the Early Learning Network and the integration of data among systems within PELICAN (see Section (E)(2) for detailed description) provides a platform for continued efforts to build and enhance an integrated system of assessment outcomes. As part of this proposal, more targeted efforts in helping providers collaborate around the completion and sharing of child assessment will occur in our work within our ECE Community Innovation Zones. This work will then be used as a basis to develop, disseminate, and implement approaches to avoid duplicative assessment, coordinate services, and share assessment results.

(C)(2)(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services, and to effectively solicit and use family input on children's development and needs.

Each approved assessment company offers robust training on the proper administration, interpretation, and use of the outcomes collected within their tools. In addition, each approved tool has accompanying instructional, quality improvement, and family engagement resources available through their respective online systems and available professional development. Current implementation of the Early Learning Outcomes Reporting strategy (ELOR) does not support funding of training in the provider's selected assessment tool, except through already limited grant dollars. Training is essential to the collection of reliable data and in intentional use of this data for decision-making. With RTT-ELC funds, the state proposes further partnership with each approved assessment provider to offer free or low-cost trainings that would be promoted through Pennsylvania's professional development system. Funding utilized to offer

free or low-cost assessment tool training would continue only through the RTT-ELC timeline. After that time, training costs would shift back to the providers. OCDEL would market free and low-cost training to ensure the majority of users obtained training in their chosen assessment tool during the time we have RTT-ELC dollars.

With the continued roll-out of the Early Learning Outcomes Reporting strategy, Pennsylvania has been focusing on the delivery of professional development which assists providers in utilizing all available information (child outcomes, Environment Rating Scale, OCDEL parent survey, reports from the Early Learning Network including state longitudinal data system reports) to improve program quality, improve classroom instruction, and target the needs for additional professional development. By utilizing input from our Early Learning Network Stakeholders group, Pennsylvania has been able to collect exemplars from the field on ways they are currently using the data available to them to inform instruction, involve families, target professional development, and improve program quality. Pennsylvania has had to rely on one-time, face-to-face training sessions and webinar technology to deliver limited professional development sessions on the use of data for decision-making. These platforms, although useful, do not allow for the comprehensive reach that we typically get with more developed modalities such as Professional Development Instructor Institutes and asynchronous web-based modules. Therefore, in addition to partnering with our approved assessment companies, Pennsylvania is also proposing to develop a series of assessment modules which will include intensive information on what data is available to providers, as well as how to effectively use this data.

(C)(2)(e) Articulating guidelines and procedures for sharing assessment data and results with parents, involving them in decisions about their children's care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.

Pennsylvania has articulated policy around engaging parents in their child's educational goal setting, sharing of assessment results, and overall family engagement within Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Programs, state-managed Early Head Start programs, early intervention programs, and child care programs participating in STARS. In addition, further guidance is included as part of our partnership standards, a domain within the Pennsylvania Learning Standards for Early Childhood, for any program that serves children. Pennsylvania offers additional written guidance and resources around specific topics such as

family conferencing, involving families in the transition process, partnering with families, and sharing outcomes with families. Our proposed Family Engagement Project detailed in Section (C)(4) will address in further detail the linkages between the use of child outcomes and the involvement of families in their child's educational process.

In addition to this Family Engagement Project, Pennsylvania is proposing to utilize RTT-ELC funding to address the relationship between developmental, behavioral, and health screening occurring at the program level and the involvement of families in this process, including, but not limited to, the engagement of families in any follow-up processes after screening occurs. This will be accomplished through the following activities: 1) updating program standards and supporting resources to include specific progressive requirements around screening follow-up; 2) developing a protocol for tracking referrals and the results of referrals (this will occur initially within our work with the ECE Community Innovation Zones; results of this will be used to scale up to statewide implementation); 3) researching currently available resource and referral systems; and 4) based on our research, developing a phased-in integrated resource and referral system that will be promoted statewide.

Pennsylvania has a strong foundation in resource and referral systems to date. For example, OCDEL funds an information and referral service, CONNECT, designed to link families with early intervention and special education services. CONNECT meets the Individuals with Disabilities Education Act (IDEA) Part C requirements for a central directory and referral system for infants and toddlers. CONNECT services were designed in 1992 to include both Part C referrals as well as Section 619 IDEA preschool referrals. Referrals are received by CONNECT staff by phone or fax and come directly from families or with parental consent from medical professionals or other social service agencies. All referrals that are potentially eligible for infant/toddler early intervention or preschool special education services are referred by phone or fax to the appropriate local agency for screening, evaluation, further referral, and tracking, if needed. In addition, resource information is offered to families about child development and early intervention/special education services. A total of 1,024 referrals were made in 2012-13 through the CONNECT system.

In addition, Pennsylvania's Department of Health operates an information and referral system called the Special Kids Network. The Special Kids Network, in partnership with the Pennsylvania Elks Home Service Program, helps children and youth with special health care needs and disabilities get the services and support they require in order to thrive in their community and develop to their full potential. This is accomplished through the provision of information on health care services and other resources through the Special Kids Network, a toll-free helpline; offering service coordination to families through a partnership with the Pennsylvania Elks Home Service Program (where an Elks Home Service staff person will work with families in their homes to connect them to needed services and resources); and, supporting six regional coordinators, who are all parents of children with special health care needs and disabilities, to work in communities to identify service gaps and address the unique challenges of service systems. As part of Pennsylvania's request for RTT-ELC funding, OCDEL plans to research and evaluate the usage of these, and, potentially, other resource and referral systems. The outcomes of this research would be the phased – in development of a single portal for families to get referred for developmental, behavioral, and health screening.

(C)(2) High-Quality Plan

Support effective use of comprehensive assessment systems.

Key Goals:

Pennsylvania's RTT-ELC strategy will achieve the following results:

- a. Ensure effective tracking and follow-up of required screening measures/linkages to family engagement (key to reaching Children with High Needs early in development).
- b. Ensure reliable and comparable outcomes are collected for the purpose of decision-making at all levels (families, teachers and caregivers, program administration, and policymakers).
- c. Ensure a comprehensive system of assessment that utilizes standards as its foundation and drives curricular and instructional decision making to assure quality programming and promote positive outcomes, particularly for Children with High Needs.

(b) Activity Summary and Rationale:

- a. Pennsylvania will develop an intentional developmental, behavioral, and health screening follow-up plan with families and develop an integrated referral system and database that would provide information to families to all appropriate developmental, behavioral, and health resources.
- b. Through refinement of alignment and scoring processes, revisions to the Early Learning Outcomes Reporting frameworks, and professional development on the use of approved assessment tools, Pennsylvania will be able to ensure reliable and comparable outcomes are collected.
- c. When teachers utilize comprehensive assessments, especially for Children with High Needs, they are more adept at meeting every child's needs. Pennsylvania will be better able to increase positive outcomes for all children by updating resources about comprehensive assessments and developing and conducting trainings on the use of these comprehensive assessments to inform continuous improvements and instruction. These trainings will initially be focused on the ECE Community Innovation Zones in order to address the needs of many of Pennsylvania's Children with High Needs as quickly as possible.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Identify and hire a Project Manager to manage the ELOR implementation.	1/1/14	<i>Through the life of the grant.</i>		ELOR Project Manager is hired.
2	Create and implement a plan for intentional developmental, behavioral, and health screening follow-up with families. This plan may include updates to program standards and Good, Better, Best documents, as well as a means to track follow-up with families. This plan will also be part of ECE Community Innovation grant work.	1/1/14	2	2/28/14	Plan for intentional developmental, behavioral, and health screening follow-up is implemented.
3	Research currently available referral systems and develop an integrated referral system and database that would provide	1/1/14	24	12/31/15	Integrated referral system and database developed.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	information to families on all appropriate developmental, behavioral, and health resources. Examples of current referral systems include CONNECT (EI), Special Kids Network (DOH).				
4	Refine alignment/scoring processes to address recommendations from expert review of Early Learning Outcomes Reporting (ELOR) strategy.	1/1/14	6	6/30/14	Alignment/scoring processes refined.
5	Refine ELOR frameworks, roll out ELOR with refined frameworks and processes, analyze outcomes to validate consistency across tools, and generate recommendations for ELOR strategy.	1/1/14	39	3/31/17	ELOR frameworks refined.
6	Create and implement plan for providing free or low cost professional development on approved assessment tools to ensure collection of reliable outcomes.	1/1/14	30	6/30/16	Professional Development Plan implemented.
7	Communicate results of recommendations for overall ELOR strategy.	1/1/15	6	6/30/15	Recommendation results communicated.
8	Update current print/electronic resources related to appropriate assessments for young children.	3/1/14	3	5/31/14	Updated print/electronic resources are updated.
9	Design and implement training modules on comprehensive assessment, including a focus on use of data to inform continuous improvements and instruction.	3/1/14	12	3/1/15	Training modules implemented.
10	Implement targeted intervention around comprehensive assessment and use of data for decision making/instruction/quality	1/1/15	36	12/31/17	Targeted intervention implemented.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	improvement in ECE Community Innovation Zones				

(d) Responsible Party

- a. OCDEL is the primary responsible party for all of these activities. The development of an integrated resource and referral system, although lead by OCDEL, must include staff support from Early Intervention Technical Assistance (EITA), as well as the Pennsylvania Department of Health. The refinement and revisions to the Early Learning Outcomes Reporting strategy, as well as updates to the written assessment guidance, will be managed within OCDEL's Bureau of Early Learning Services.
- b. Partnership with assessment companies to provide free or low-cost professional development will also be managed within the Bureau of Early Learning Services, with support for the Pennsylvania Keys to integrate training into the Keys training system.
- c. The Pennsylvania Key, with support from the Bureau of Early Learning Services, will be primarily responsible for the development and dissemination of the Comprehensive Assessment System Modules. Management of the targeted ECE Community Innovation Zone work will be accomplished through the Regional Keys.

(e) Funding Narrative:

- a. The total budget for this project is \$12,672,818 with \$ \$2,997,825 directly requested from the RTT-ELC grant.
- b. With the exception of the Community Innovation Zones, which will depend primarily on funding from RTT-ELC, the rest of the projects are already funded through State agencies; the RTT-ELC will just enhance them for the duration of the grant.

(f) Supporting Evidence:

- a. Domains and Standards of the Early Learning Outcomes Reporting Frameworks (Appendix A)
- b. Approved Assessment Tools (Appendix N)
- c. Alignment Study (Appendix M)
- d. Summary of Assessment Measures (Appendix P)

- e. The Review of Early Childhood Classroom Observation Measures (Appendix Q)
- f. Family Survey Data (Appendix W)
- g. The Revised Report and Guidelines on Early Childhood Assessment for Children from Birth to Age 8 (Appendix O)

(g) Focus on Children with High Needs:

- a. Comprehensive assessments assist families and providers with identifying and, subsequently, addressing children's needs. Children with high needs especially benefit from comprehensive assessment and follow-up referral systems.
- b. The ECE Community Innovation Grants will allow Pennsylvania to develop our current comprehensive and follow-up referral systems into even stronger and more effective systems. By developing these systems locally, communities will be able to self-identify resources and address the needs of the community's children without delay.

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development and help families build protective factors;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources, such as home visiting programs, family resource centers, family support networks, and other family-serving agencies and organizations, and through outreach to family, friend, and neighbor caregivers.

Pennsylvania's Rising STARS Agenda: Promote community access, awareness, and family engagement focusing on high-quality early learning.

Family engagement is a critical element to improving child outcomes. Many families, especially those with high needs, face barriers to engagement and require additional support to encourage their child's learning and development. Evidence from national models such as Head Start and Home Visiting programs indicate that, when a parent of a Child with High Needs is intentionally given supports to promote early child learning and development, the probability of positive school outcomes is increased. Early learning professionals need support and training to increase their capacity to meet the needs of all families. Pennsylvania's overarching goal for family engagement is to support strong partnerships between families, communities, Early Learning and Development programs, and schools to promote children's school readiness and achievement.

The Pennsylvania RTT-ELC family engagement strategy focuses on:

- Strengthening our family engagement components of our learning and TQRIS (Keystone STARS) standards, thereby providing a broad, statewide foundation to move forward the family engagement agenda.
- Providing targeted technical assistance and supports in high-risk communities, thereby strengthening family outreach and engagement.

- Increasing access to information for families through technology will support a “next generation” approach to information dissemination.

This approach focuses on building systems and investing in communities. Families are the first and most influential teachers in a child’s life. It is they who make decisions about and encourage their child’s early learning, turning to available supports for guidance. To strengthen the engagement of families, we need to expand the access to information and supports and build the skills of families and those within their communities.

Pennsylvania has developed a solid foundation to support family engagement through its early learning standards, program standards, professional development system, community-based efforts, materials, and resources.

(C)(4)(a): Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children’s education and development and help families build protective factors.

In Pennsylvania, family engagement is an integral part of our system design. Since 2007, the Learning Standards for Early Childhood have included a family engagement component. This can be referenced in Appendix B. These Program Partnership Standards outline specific strategies for early learning professionals to support family and community outreach and engagement. They were designed to be comprehensive and inclusive of all families, ages, and state-funded program types. The Partnership domain of the Learning Standards prioritizes the family’s role in assuring children’s preparation and success in school and in life. The standards recognize the families’ and other influential adults’ impact as decision-makers in programmatic design, child-related goal-planning, and in classroom and home activities.

Family friendly resources have been produced that are aligned with the early learning standards and are available in Spanish and English, the two languages primarily spoken in Pennsylvania. These resources contain simple at-home and community-based activities that children and adults can do together, emphasizing everyday routines. Business organizations such as the Pennsylvania Kiwanis Association, school districts, and Local Education and Resource Networks (LEARN) partners share these resources throughout their communities, at events designed for

families, and during school registration and transition fairs. Please refer to Appendix R for a listing of the family friendly standards resource materials.

Pennsylvania's commitment to partnerships with families extends into its programs' standards. Pennsylvania's TQRIS standards (Keystone STARS), and our certification regulations, create a solid foundation of family engagement strategies and activities including:

- Parent access to the program;
- Ongoing two-way communication with families;
- Parent education in child development;
- Outreach to fathers and other significant family members;
- Training and support for families as children move to preschool and kindergarten;
- Social networks of support;
- Intergenerational activities;
- Linkages with community supports and adult and family literacy programs;
- Building protective factors
- Family involvement in decision making; and
- Parent leadership development.

Child care licensing regulations require parent communications, ensure parent access to their children's program site, and require that families receive a Child Service Report twice a year. This Child Service Report includes information related to their child's strengths, the next developmental milestones, and how each family can help their child at home. For children with special needs, the child care director (operator) is required to make their staff and parents aware of community resources.

Since 2006, Pennsylvania has focused on the use of the Strengthening Families Protective Factors framework (Strengthening Families), developed and researched by the Center for the Study of Social Policy. Strengthening Families is an intentional approach to working with all families, including Children with High Needs. This approach builds upon a family's strengths, and is not a curriculum or a program, but instead is a framework of five research-based protective factors. The five protective factors are: 1) parental resilience; 2) social connections for families; 3) knowledge of parenting and child development; 4) concrete support in times of need;

and 5) healthy social and emotional development for children. Strengthening Families compiles the protective factors into a meaningful and easy to understand format for early learning professionals and community partners to use in implementing strategies for reaching and working with Children with High Needs and their families.

Pennsylvania Pre-K Counts regulates family engagement. At a minimum, collaboration agreements between Pennsylvania Pre K Counts programs are encouraged with Early Intervention, Head Start, Local Education and Resource Networks (LEARN) Partners, and the community's early learning programs including private nursery schools, local school districts, and community-based child care providers. Pennsylvania Pre-K Counts providers reach out to the county Child Care subsidy agencies to coordinate funding for before and after child care that may be needed. Written agreements that specify the way in which referrals and enrollment are coordinated ensure that families are informed of the process.

Pennsylvania Pre-K Counts providers include strategies for parent engagement in their program handbooks and utilize the Partnership Standards within the Learning Standards for Early Childhood as the framework for these plans. Keystone STARS includes parent engagement in its standards, increasing the requirements as the STARS levels increase. These program standards include family meeting during enrollment, daily updates about children's activities, and holding parent-teacher conferences. Please refer to Appendix E for Keystone STARS Standards. The systematic approach to Pennsylvania's family engagement efforts are demonstrated through the monitoring of programs based upon these standards. Professional development and technical assistance are available to programs to support their continuous quality improvement efforts. Please refer to Appendix S for the Family Engagement Graphic.

(C)(4)(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards

Pennsylvania offers learning opportunities through varied professional development events and modalities. Pennsylvania's Early Childhood Training Registry (PQAS) has 756 instructors that have identified family engagement as an area of training expertise, and in fiscal year 2012-13, over 500 family engagement professional development events educated 7,794 participants. Our early intervention system is supported in Pennsylvania through the state-of-the-art, nationally

recognized technical assistance program, Early Intervention Technical Assistance (EITA). Through a network of 24 Early Intervention Technical Assistance Consultants, EITA provides professional development to early intervention providers; however, their trainings are also open to other early learning and development programs and families. EITA provides specialized co-training opportunities for providers to learn directly from a parent's experience with infant toddler early intervention and preschool special education. EITA trainings embed family involvement and meaningful engagement in all topical trainings such as inclusion/natural environments, positive behavior supports, supporting children with complex needs, autism, and family leadership. In 2012-13 EITA conducted 250 instructor led trainings and 576 consultation/coaching events. The primary audiences for EITA trainings are early intervention providers and approximately 9,300 participants. In addition, approximately 1,400 early child and development staff and 522 families attended EITA training events.

Pennsylvania's Strengthening Families Leadership Team crafted a train-the-trainer module and disseminated materials and training across the state to over 40 instructors. Over 800 providers across service systems have been educated in the framework. As a result of this professional development, a majority of participants reported that they had a greater understanding of the protective factors and could describe specific strategies they will use to engage with families in more meaningful ways. Additionally, Pennsylvania's technical consultants (including our Preschool and Infant/Toddler Specialists available through the Pennsylvania Key) have integrated the Strengthening Families approach as a foundational resource in their work with our Early Learning and Development programs. The Children's Trust Fund, (a Board that provides funding to community-based programs to develop innovative and creative child abuse and neglect prevention programs) uses it as a foundational principle in its grant-making process. The Pennsylvania Infant-Toddler Specialist Network, that supports our state Early Head Start and Home Visiting programs, has adopted the Strengthening Families approach as a foundational resource in its work with early learning and development programs as it seeks to support a relationship and family-centered framework for technical assistance.

(C)(4)(c) Promoting family support and engagement statewide, including by leveraging other existing resources, such as home visiting programs, family resource centers, family support networks, and other family-serving agencies and organizations, and through outreach to family, friend, and neighbor caregivers

Pennsylvania's commitment to partner with families is evident in the adoption of family support and engagement philosophies, approaches, and strategies across the Commonwealth's early learning and development programs' policies and requirements.

Pennsylvania's systems infrastructure includes a full-time Child Development and Early Learning Special Assistant who works across early learning and development programs to strengthen family engagement efforts, including supporting families participating on our advisory committees and the inclusion of families as co-trainers in our Early Intervention Technical Assistance program.

Family Engagement is at the core of all early intervention services, and early intervention providers are required to support families' high level of participation by helping families to identify their priorities and interests for their children, and to become lead team members in the planning and delivery of services for their children. Early intervention services are based upon the understanding that children learn from everyday interactions with familiar people, places, and routines. Families are at the center of these learning experiences. By design, early intervention services are individualized for every child. The early intervention team includes the family and identified caregivers to ensure supports and services are coordinated and comprehensive.

OCDEL supports several initiatives to support families whose children receive early intervention services. Parent-to-Parent of Pennsylvania is a statewide program that matches family members of children with developmental delays, disabilities, and special health care needs with mentor families for the purposes of support and sharing of information. Confidence and Competence Partners in Policymaking Early Intervention (C2P2 EI) is a family leadership development program offered yearly. Parents as Partners in Professional Development (P3D) provided training and support to families to participate in a variety of professional development activities. P3D families have served as facilitators and co-trainers in our statewide training initiatives, served on statewide and local workgroups, and shared their stories and experiences for use in publications and statewide reports.

Local Child Care Information Services (CCIS) agencies provide resource and referral assistance to High Needs Families, along with a web-based provider search feature that enables families to locate Early Learning and Development programs that match their specific needs. Materials are available via print and online on a wide variety of topics including: physical and mental health, nutrition, early literacy, how to choose a quality early learning and development program, understanding Keystone STARS, and information on how to access early intervention services through the statewide referral line CONNECT information services.

As part of our strategy to provide family members up-to-date, user-friendly information, Pennsylvania has developed Keystone Families First within the public-private partnership public awareness campaign, *Pennsylvania's Promise for Children*. Keystone Families First is a web-based interactive tool that helps engage families to make smart decisions about their child's early learning so they can promote quality early learning at home and choose quality early learning and development programs. Keystone Families First was developed with a work group of content experts from OCDEL as well as families, Keystone STARS providers, Child Care Information Services agencies, and Local Education and Resource Network (LEARN) partners and vetted by 40 focus groups of approximately 200 parents. Keystone Families First is designed as an online quiz to create an engaging learning experience. This 10-question quiz helps families think about their child's brain; their child's development; the family and child; and who they choose to care for their child when they are not with them. Families choose the answer that best fits their situation and receive customized tips and resources based on their answer. Although this is set up as a quiz, it is not a test. There are no scores or "wrong" answers – just the answer they feel is right. Keystone Families First is located on the Pennsylvania's Promise for Children website at www.papromiseforchildren.com. Because Keystone Families First is accessible via the web, Smartphone, or iPad, families can access it almost anywhere, anytime. In addition to the visual presentation, each screen is narrated so families can listen rather than read. This is helpful for families with low literacy levels.

Evidence-based home visitation programs are supported by strong working relationships with the models' national offices. These programs prioritize effective family support and engagement to build strong and sustainable relationships between families and their home visitors, promoting positive outcomes for children and families. Dissemination of successful practices to other early

learning and development programs occurs through our Infant/Toddler Symposium, Early Childhood Summit and the Home Visiting Stakeholders Team. The stakeholders team includes representatives from Maternal and Infant Early Child Home Visiting (MIECHV), Early Head Start, Nurse-Family Partnership, Parent Child Home Program, Healthy Families America and Parents as Teachers.

To strengthen our efforts at the grassroots level, Pennsylvania supports local stakeholders—Local Education and Resource Network (LEARN) Partners—who promote community efforts such as training and support for families as children transition into early learning and development programs and into kindergarten. They also assist in educating families and communities about high-quality early learning, and promote programs, events and activities that support families in their role as first and primary teacher of their child. These community partnerships are integral in Pennsylvania's approach to deepening and expanding efforts to support and promote family engagement. Local LEARN partners will continue to be key stakeholders with proposed family engagement initiatives. A listing of these partners can be found in Appendix T.

In June 2012, OCDEL began work on a Family Engagement Pilot Project. Through this pilot, Pennsylvania has identified a model to address the need to deepen family support and engagement at the community and program level. The work of the pilot began with a stakeholder process to expand our knowledge of research-based frameworks for family engagement. After review and input from the stakeholder community, including our Strengthening Families Leadership team, Pennsylvania identified three nationally-recognized, research-based frameworks to be used as a foundation for a comprehensive family engagement strategy. These frameworks include: Strengthening Families Protective Factors Framework, Head Start Parent, Family and Community Engagement Framework and the Parent Teacher Association National Standards for Family, School, Partnership. With guidance and input from stakeholders, Pennsylvania created The Pennsylvania Family Engagement Crosswalk, which illustrates the connections between these frameworks and our current Early Learning Program Partnership Standards. We have identified seven common elements of Family Engagement: (1) families are supported in times of need; (2) families have affirming, reciprocal relationships with community partners that build upon their strengths; (3) families have the support and information they need

to encourage their child's learning and development; (4) family members have support from other families; (5) families have goals of their own and supportive community partners to help them reach their goals; (6) families grow in their leadership and become change agents and supporters of what is working; (7) families have support in times of transition. Refer to Appendix U for the Pennsylvania Family Engagement Crosswalk. Based upon these seven common elements, a Community Family Engagement Self-Assessment was developed. Four communities are participating in the Family Engagement Pilot Project. These four communities identified teams, which include representation from LEARN partners, early care and education professionals, school districts, early intervention, family members, human service representations, and faith communities. OCDEL, the Pennsylvania Key, and Regional Keys staff are providing individualized technical assistance and support as these teams orient themselves with the Pennsylvania Family Engagement Crosswalk, the Community-Based Family Engagement Self-Assessment, and develop and implement action plans. Refer to Appendix V for the Pennsylvania Community Family Engagement Self-Assessment. The pilot will conclude in June 2014. At the completion of the Pilot, OCDEL will have a record of successful strategies that lead to a community-based, comprehensive approach to family engagement.

Gaps in Family Engagement

Pennsylvania has built a solid foundation for family outreach and engagement through the Learning Standards for Early Childhood, program standards, training, technical assistance networks, and grassroots support. However, stakeholders indicate a need and commitment to deepen family engagement efforts at community and program levels. Pennsylvania's families will benefit from a greater level of coordinated outreach and engagement. We are in a position to enhance the supports that will drive increased family outreach and engagement. The commitment is strong in supporting communities to move from family engagement as a set of individual activities, to a family engagement strategy that is based upon shared knowledge, while allowing for the individual needs of communities.

Families play an integral role in evaluating early learning programs. A tool used in this process is the annual Pennsylvania Family Survey. Refer to Appendix W for the summary of Family Survey data.

The 2012-13 results demonstrates that families have strong connections with early learning and development programs. Responses indicate that OCDEL's programs are well-received and of high quality. But, there is a demonstrated need to strengthen connections to community resources and other families for support. Nearly a quarter of families surveyed indicated they had not received assistance in access to community resources or received support to build relationships with other families.

Revision of the Pennsylvania Early Learning Standards: Program Partnerships

The revision of the Infant/Toddler Early Learning Standards provides an opportunity for Pennsylvania to strengthen the Program Partnership domain. The Program Partnership standards are the same across all early childhood age groups and include standards related to family and community outreach and engagement. A stakeholder group will be convened to review and make recommendations to ensure the applicability of use of these standards across program types, in particular home visiting, early intervention, and family child care. In addition, we will align these standards to the seven common elements identified in the Pennsylvania Family Engagement Crosswalk. These updated Program Partnership Standards, will be included within both the Infant/Toddler and Pre-kindergarten Standards. A dissemination and professional development strategy will include the development of training modules and a Professional Development Instructors Institute (PDII) for Pennsylvania Quality Assurance System (PQAS) instructors, followed by professional development for early learning professionals. Professional development will include an overview of the new Program Partnership Standards and provide specific resources, strategies, and activities aligned with the standards that early childhood professionals can implement to strengthen their family outreach and engagement efforts.

Revision of the Keystone STARS (TQRIS) Standards for Family Engagement

Standards to promote family engagement are included in Pennsylvania's Keystone STARS standards. The revision of our STARS standards provides opportunity to strengthen those standards that focus on family engagement and to align them with the Pennsylvania's Family Engagement Crosswalk. Specifically, we will ensure that Keystone STARS standards address the seven common elements of family engagement and encourage providers to use the resources available, specifically the Head Start Parent, Family, and Community Engagement Framework

and the Strengthening Families Protective Factors Framework. Both of these frameworks have developed site-level assessment processes for use in programs' continuous quality improvements. Our next generation of Keystone STARS standards will support early learning programs to continually build upon their efforts to engage families. Professional development of the revised standards will include an overview of the new Keystone STARS standards and provide specific resources, strategies, and activities aligned with the standards that early childhood professionals can implement to strengthen their family outreach and engagement efforts.

Family Engagement Project

The Family Engagement Project is a unique opportunity to build upon the current work of the Family Engagement Pilot communities and LEARN partners. The Family Engagement Project will be implemented in the ECE Community Innovation Zones as one of three integral components to support positive outcomes for Children with High Needs. Local communities will develop teams including: early childhood professionals; schools; family members; family; friend and neighbor caregivers; early intervention; local libraries; LEARN partners; human services organizations; faith communities; and business leaders. The Family Engagement Project will create opportunities for the communities in the ECE Community Innovation Zones to mobilize, identify their current strengths and resources, and create action plans to build a comprehensive, coordinated approach to family engagement to support school readiness and success. As a result, families of Children with High Needs will be valued, supported, and empowered to make informed decisions. The Family Engagement Project teams will receive orientation and support to become familiar with the frameworks, tools and resources of the *Head Start Parent, Family and Community Engagement Framework*; *The Pennsylvania Early Learning and Program Standards*; *The Strengthening Families Protective Factors Framework*; and the *Parent Teacher Association National Standards on Family, School, Partnership*. Having a foundation of these tools and resources, along with the results of their self-assessment process, the community teams will develop local Family Engagement Action Plans. Throughout this project, the Innovation Zone team members will receive individualized support and coaching from OCDEL, the Regional Keys, and a statewide Family Engagement Consultant. This support will include: professional development; technical assistance and coaching; support to develop

outcome measurement strategies of the community action plans; and sustainability planning. Communities will be able to utilize their Innovation Grants to support: professional development specific to family engagement; development of materials/resources; development of events and activities to support families to have the knowledge and information they need to support their child's learning and development; family leadership development and family support activities. Teams will be expected and supported to develop these activities/events in cooperation with local libraries. A priority of the teams will be to focus on outreach to family, friend, and neighbor caregivers. After implementation of community-led action, self-assessment will be completed at the end of the project period as an evaluative tool to measure progress. To support OCDEL's evaluation efforts of this project, the Family Engagement Consultant will develop outcome metrics and develop documentation protocols for the project.

After the completion of the Family Engagement Project, statewide scale-up of this project will be supported through the sharing of: a model and tool for community assessment of family engagement; identified strategies that work with families of Children with High Needs; products and material developed in the ECE Community Innovation Zones; an increase of professional development instructors and availability of professional development modules; specific to Family Engagement. The increased professional development, technical assistance and coaching in the ECE Community Innovation Zones will lead to an increase in PQAS instructors and professional development modules that will be available to support additional providers and communities outside of the Innovation Zones. The opportunity for mentoring relationships within communities will increase the capacity to promote culturally and linguistically appropriate strategies to more fully engage High Needs Families. A learning network of the ECE Community Innovation Zones will be promoted through an annual Summit, which will provide an opportunity for communities to share their successful strategies, materials, and resources, as well as to problem-solve challenges with others engaged in this work.

Sustainability of these efforts throughout Pennsylvania, especially in High Needs communities, will be accomplished through adoption and institutionalization of these strategies within the scope of the work in OCDEL. Specifically, resources developed and obtained will remain within communities, with local libraries, intermediate units, or career and technical centers serving as a hub for resource sharing. By including these local entities as a partner in the development of

family engagement community action plans, they will become key implementers of ongoing family engagement activities. Professional development delivered over the course of the grant period will lead to an increase of skill and capacity at the local level. Professional Development modules, strategies and approaches will continue to be supported through Pennsylvania's existing Regional Key Network, Pennsylvania Key, and Early Intervention Technical Assistance.

Keystone Families First

More than 3,600 individuals have visited Keystone Families First web page since its launch, with potential to reach more than 300,000 individuals after statewide marketing and outreach efforts. The beta versions of Keystone Families First give families an interactive and educational experience; however, these initial versions do not maximize this experience and make it easy for families to use what they have learned in their daily lives. There is also limited capacity to track the use of the resources within Keystone Families First, how answers change over time, or how families use the information they have received. To meet this need, Pennsylvania will upgrade Keystone Families First to allow for these additional features:

- Creating an online user account and personal profile: The ability for families to save tips and resources that they can review and use to promote their children's early learning. For example, families could download one of the developmental checklists to their account and begin checking off the skills that their child has developed, save the updates to their account, and revisit it later. They could also upload photos and notes that show their child's achievement over time. This feature would greatly increase the usefulness of Keystone Families First to families and set it apart from other online resources.
- Providing local resources based on the user's county: The family would choose their home county at the beginning of Keystone Families First experience and receive information on local supports, such as family activities and activities offered through their school district, libraries, and family centers as part of their tips and resources. In a May 2011 survey of Pennsylvania families, access to local resources was one of their top requests.

- Integrating Pennsylvania's parent guide activities: Through an online searchable database, activities can be saved to a child's/family's personal account to use at home, the park, the grocery store, or anywhere.
- Providing an online assistant: Build the capacity to be able to respond to family questions and/or refer them to the appropriate resource.
- Producing additional content: Based on family feedback from the beta Keystone Families First, additional content could be created, such as:
 - Virtual site visit of an early learning program: Short video narrated by an early learning professional that walks through the things that families should ask about and look for in an early learning program.
 - *Be Your Child's Champion* videos: The *Be Your Child's Champion* booklet offers scenarios to families and guides on how to talk to teachers, doctors and other families about their child's early learning. Those scenarios could be produced as short video clips and used by family members and as part of a parent training.
- Collecting metrics on use of Keystone Families First and family responses to questions: Accumulate metrics to help *Pennsylvania's Promise for Children* determine how visitors are answering the questions (in aggregate), which resources are being used, and to what extent visitors are using them.
- Be replicable in other states: Other states may be interested in obtaining a license to the application and adjusting some of the content to be specific to their state's needs.

In order to make Keystone Families First accessible to families with Children with High Needs, Pennsylvania will conduct professional development, marketing and outreach to professionals that work with families such as pediatricians, foster care and adoption agencies, Child Care Information Services (CCIS) agencies, libraries, museums, family centers, homeless shelters, and adult literacy and career counseling services.

Once Keystone Families First is fully implemented and distributed widely, Pennsylvania will partner with local organizations in the ECE Community Innovation Zones to mobilize families and communities through:

- Hosting of local family/public forums to discuss early learning options available to families and walk through survey and resources. This will also be an opportunity to invite school leaders, media, and elected officials to help them understand that families want and demand quality early education.
- Local and online supports for families to connect, share stories and concerns, and mobilize in support of quality early education.

(C)(4) High-Quality Plan

Promote community access, awareness, and family engagement focusing on high quality early learning.

Key Goals:

Pennsylvania's RTT-ELC strategy will achieve the following results:

- a. Pennsylvania will strengthen our family engagement through review and revisions of our Early Learning Standards and TQRIS standards (Keystone STARS).
- b. The development of coordinated, comprehensive efforts within local communities will increase family outreach and engagement.
- c. Keystone Families First tool will be expanded in terms of availability and functionality.

(b) Activity Summary and Rationale:

- a. The revision of the Pennsylvania Early Learning Standards provides an opportunity for Pennsylvania to strengthen the Program Partnership domain, especially in terms of standards related to family and community outreach and engagement. After these Standards are revised, they will be disseminated, and professional development will be offered to ensure that the Standards are being upheld.
- b. Revision of the Keystone STARS Standards (TQRIS) for Family Engagement also provides an opportunity to strengthen those standards that focus on family engagement and to align them with the Pennsylvania's Family Engagement Crosswalk. Specifically, we will ensure that STARS standards address the seven common elements of family engagement and encourage providers to use available resources.

- c. The Family Engagement Project is a unique opportunity to build upon the current work of the Family Engagement Pilot communities and LEARN partners. After implementation of community-led action, a self-assessment will be completed at the end of the project period as an evaluative tool to measure progress. After the completion of the Family Engagement Project, statewide scale-up of this project will be supported through the sharing of: a model and tool for community assessment of family engagement; identified strategies that work with families of Children with High Needs; products and material developed in the ECE Community Innovation Zones; an increase of professional development instructors and availability of professional development modules, specific to Family Engagement.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Determine stakeholder group to revise "Partnerships for Learning" Early Learning Standards to reflect 7 key elements identified in family engagement crosswalk. Partnership standards will be written to be inclusive of all program types in Pennsylvania.	10/1/13	1	10/31/13	Stakeholder group determined.
2	Convene stakeholder group to begin work.	12/1/13	4	3/31/14	Stakeholder group convened.
3	Internal/external review of Infant/Toddler Standards draft for content, grammar, spelling, cultural/linguistic appropriateness.	4/1/14	1	4/30/14	Internal/external review completed.
4	Print revised 2014 Infant/Toddler Standards.	5/1/14	1	5/31/14	Standards printed.
5	Disseminate 2014 Infant/Toddler Standards.	7/1/14	1.5	8/15/14	Standards disseminated.
6	Print Program Partnerships Standards supplement for Pre K Standards	5/1/14	1	5/31/14	Program Partnership standards printed.
7	Disseminate Program Partnerships Standards supplement for Pre K Standards	7/1/14	1	7/31/14	Program Partnership standards disseminated.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
8	Determine stakeholder group to devise a standards professional development plan to reflect revisions to standards (I/T; PK) and updates on Standards Aligned (SAS) portal. This engages CAECTI staff; Part C early intervention staff; Higher education; and Home Visiting staff).	5/1/14	2	6/30/2014	Stakeholder group determined.
9	Convene stakeholder group to begin work.	7/1/14	6	12/31/14	Stakeholder group convened.
10	Train certified PQAS instructors on new modules.	11/1/14	2	12/31/14	PQAS instructors trained.
11	Disseminate newly revised training to ECE practitioners across the Commonwealth.	1/1/15	36	12/31/17	Training disseminated.
12	Revise the Keystone STARS Standards and update associated documents to include a certification at STAR 1 (include revisions to Family Engagement Standards).	1/1/14	3	3/31/14	Keystone STARS Standards revised.
13	Deliver professional development regarding changes to standards.	5/1/14	3	6/30/14	Professional development delivered.
14	Identify target communities to participate in Family Engagement Project in Innovation Zones.	1/1/14	6	6/30/14	Target communities identified.
15	Contract Family Engagement Consultant whose responsibilities include: reporting Family Engagement Project outcomes, providing training and technical assistance related to Family Engagement Project, and developing sustainability plans and plans for scaling up efforts.	5/1/14	44	12/31/17	Family Engagement Project is implemented and sustainability/scale up plans developed.
16	Orient ECE Innovation Zone Teams to RTT Community Initiatives.	7/1/14	3	9/30/14	Community Based Teams are oriented.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
17	Community-Based Family Engagement Team Development; Completion and evaluation of Community Family Engagement Self-Assessment; Development of Community Family Engagement Action Plans.	10/1/14	3	12/31/14	Development of Community-Based teams and Community Family Engagement Action Plans.
18	Implementation of Community Based Family Engagement Plans (including quarterly reports to OCDEL, annual evaluation, and possible revisions and ongoing technical assistance and support).	1/1/15	36	12/31/17	Community Based Family Engagement Plans are implemented.
19	Identification and documentation of strategies that work related to the development of a community-based approach to Family Engagement, including, strategies, activities, materials, etc.	1/1/15	36	12/31/17	Working strategies are documented.
20	Conduct an annual Statewide Family Engagement Summit.	11/1/14	Occurs Annually	Family Engagement Summit occurs annually.	
21	Development of sustainability plans and mentoring framework.	1/1/17	6	6/30/14	Sustainability plans developed.
22	Distribution of statewide resources and materials developed through the Family Engagement Project.	7/1/17	6	12/31/17	Resources and materials distributed.
23	Implementation of PDII Best Practices.	7/1/17	6	12/31/17	PDII Best Practices implemented.
24	Conduct focus groups among Family Engagement pilots and LEARN partners on features, and content using beta Keystone Families First.	1/1/14	6	6/30/14	Focus groups conducted.
25	Produce an RFP that includes the requirements and design specifications for Keystone Families First Application enhancements.	1/1/14	4	4/30/14	RFP produced.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
26	Identify and contract an IT systems company to design and build Keystone Families First application.	5/1/14	2	6/30/14	IT systems company contracted.
27	Develop and implement Keystone Families First application per specifications. Phase 1 will be focused on English language.	7/1/14	6	1/31/15	Keystone Families First application implemented in English.
28	Translate Keystone Families First into Spanish; identify and/or create reliable resources in Spanish.	2/1/15	18	7/1/16	Keystone Families First translated into Spanish.
29	Develop Keystone Families First facilitator guides for professionals working with families, workbooks and other materials recommended by focus groups – English.	7/1/15	6	12/31/16	Keystone Families First facilitator guides developed in English.
30	Provide targeted training, outreach, and materials such as kiosks and brochures on using Keystone Families First with families in targeted zones; use experience to design statewide training which can be part of the family engagement strategies training.	7/1/15	32	12/31/17	Training, outreach, and materials provided.
31	Implement Keystone Families First statewide marketing and outreach in English.	10/1/15	12	10/1/16	Statewide Keystone Families First marketing and outreach is implemented in English.
32	Develop Keystone Families First facilitator guides for professionals working with families, workbooks and other materials recommended by focus groups – Spanish.	1/1/16	6	6/30/16	Keystone Families First facilitator guides and other materials developed in Spanish.
33	Implement Keystone Families First statewide marketing and outreach in Spanish.	7/1/16	12	6/30/17	Statewide Keystone Families First marketing and outreach is implemented in Spanish.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
34	Coordinate through ECE Community Innovations Zones to host community forums to share Keystone Families First and possible next steps as a community to meet their early learning needs.	7/1/16	18	12/31/17	Local communities coordinated.
35	Identify and/or create family groups in local communities that mobilize to help identify their early learning needs and collaborate with other agencies/entities to make sure they are being met.	7/1/16	18	12/31/17	Family groups identified and/or created/

(d) Responsible Party

- a. Early Learning Standards and Keystone STARS standards revisions: Bureau of Early Learning Services.
- b. Family Engagement Project: Office of Child Development and Early Learning, Regional Keys, Family Engagement Consultant
- c. Keystone Families First : Pennsylvania Keys

(e) Funding Narrative:

- a. The total budget for this project is \$10,838,754 with \$3,582,500 requested directly from the RTT-ELC grant.
- b. Funds are used to directly support both systemic and the ECE Local Community Grants.
- c. This investment is designed to foster community and family engagement across the state; thus ensuring higher sustainability through community ownership and advocacy for the importance of high-quality programs.

(f) Supporting Evidence:

- a. Pennsylvania Family Engagement Crosswalk (Appendix U).
- b. Pennsylvania Community Family Engagement Self-Assessment (Appendix V).

(g) Focus on Children with High Needs:

- a. By engaging the families of Children with High Needs, Pennsylvania can ensure that these children are receiving the support and structure needed to improve educational outcomes in the years to come.
- b. The Family Engagement Project, coupled with the Innovation Grants, will focus specifically on serving families of children with High Needs.
- c. Keystone Families First application improves access and awareness for families and communities on behalf of Children with High Needs.

D. A Great Early Childhood Education Workforce

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Pennsylvania's Rising STARS Agenda: Increase access and delivery of high-quality professional development to improve early learning and development program environments, especially for Children with High Needs.

Because Pennsylvania recognizes that highly qualified educators are critical to improving children's school readiness, particularly for Children with High Needs, and its 2002 study indicated an overall drop in early childhood educator qualifications, Pennsylvania moved quickly to implement a comprehensive career development system that could reverse this trend.

Pennsylvania's Keys to Professional Development includes:

- A Workforce Knowledge and Competency Framework;
- A common statewide progression of credentials and degrees aligned with that framework, including a career lattice of credentialing opportunities, a registry data system, compensation strategies to address education attainment and retention, and professional development opportunities leading to college credit;
- Local planning and delivery of professional development and technical assistance; and
- Partnerships with postsecondary institutions and other professional development providers.

Pennsylvania continuously evaluates how policies, procedures, materials, and opportunities can be improved to consider the state's diverse populations. Ensuring a diverse constituency engaged in advisory and planning committees is foundational to success. Questioning and improving how Early Learning programs are meeting the needs of English language learners, supporting

inclusion of people with disabilities, understanding the practices and cultures of others, and creating a welcoming atmosphere for all family compositions helps to facilitate a deeper impact in all efforts. Pennsylvania strives to ensure that Knowledge Mediators²⁶ are well- prepared to present materials and work in a sensitive and supportive manner with a diverse population.

Where We've Been

(D)(1)(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes

Pennsylvania has had a Workforce Knowledge and Competency Framework for more than 10 years. The framework has been continuously revised and improved over this period, and the most recent version will be rolled out at the end of October 2013. The largest overhaul to date represents an extensive multi-year endeavor to align the competencies with existing state and national standards²⁷ and to more fully describe competence related to family engagement, cultural diversity, inclusive practices, and positive social-emotional development. It raises the bar for knowledge, skills, and abilities of all educators to effectively use data to guide instruction and improve programs for diverse learners. The framework also includes specific competencies for administrators and directors across all knowledge areas²⁸.

The revisions were designed to enhance teacher quality by aligning teachers' preparation with the ages and grade levels of the students they teach; to improve the knowledge, skills and abilities of all teachers to effectively provide instruction to diverse learners in classroom settings most appropriate to their needs; and to meet new federal requirements for special education teachers. The revisions were informed by a work group of stakeholders including higher education faculty; educators representing Child Care, Pennsylvania Pre-K Counts, K-12, Early Intervention, and Head Start; Environment Rating Scale assessors; professional development and technical assistance consultants; and representatives from OCDEL.

²⁶ Knowledge mediator is the term used to describe the array of individuals who convey knowledge to early learning professionals. Included in this definition are STARS specialists, technical assistance consultants, coaches, mentors, career advisors, professional development instructors, and postsecondary faculty.

²⁷ These include the Pennsylvania Department of Education Teacher Certification Guidelines (Chapter 49-2), Pennsylvania Learning Standards (Infants and Toddlers, pre-kindergarten, kindergarten, Grade 1 and Grade 2), Pennsylvania Child Day Care Regulations Chapter 3270, NAEYC Standards for Early Childhood Professional Preparation Programs, and NAEYC Early Childhood Program Standards and Accreditation Criteria.

²⁸ Knowledge areas refer to competency areas and include Child Growth and Development; Curriculum and Learning Experiences; Families, Schools and Community Collaboration and Partnerships; Assessment; Communication; Professionalism and Leadership; Health, Safety and Nutrition; Program Organization and Administration.

Throughout 2012, Pennsylvania also engaged multiple stakeholders in the drafting process. Based on those focus groups, the content was made more user-friendly and focused on supporting meaningful, reflective, and intentional decisions about professional development.

During the development process, directors and professional development providers requested tools for analyzing current professional development needs and assisting practitioners in making informed professional development choices. As a result, work has been initiated that integrates new competencies into the online workforce registry (scheduled to Go Live July 1, 2014), and includes the development of an innovative self-assessment and professional development plan for individuals aligned to the competencies. Competency integration will also require that all professional development offerings be assigned at least one competency before being published to the course catalog. This will enable individuals to select professional development offerings aligned with their priorities, and will give program directors, professional development providers, and state administrators the ability to review real-time aggregate data at the program, regional, or state level in order to analyze and plan for workforce professional development needs. Further, the Workforce Registry enhancements will more effectively support targeted outreach of professional development and technical assistance to specific populations, for example infant-toddler providers, family child care, or geographic locations.

The Pennsylvania Keys to Professional Development Registry is an integrated Workforce Registry and Learning Management System. Work to enhance this system began May 2013. Features include:

- Revised Core Knowledge Competencies embedded into the Registry allowing all courses in the course catalog to be aligned to the competencies; and an online self-assessment and individual professional development plan based on the competencies linked to available professional development which can be updated at any time, effectively making the Core Knowledge Competencies a living document for all students.
- Real-time reports on professional development needs at the facility, regional, and state levels.
- Online tracking and reporting capabilities of Workforce demographics, work experience, education, professional development, career lattice level verification, and career lattice progression. Program directors and state administrators will be able to manage and

monitor compliance with various regulations and standards such as child care licensing and Keystone STARS.

- Ability to link individuals to facilities, track retention, and connect to child outcomes.
- Entirely online management and approval for Director Credential, School-Age Credential, Instructor and Consultant certification, and any new credentials developed.
- Ability for instructors and consultants to more effectively provide deeper learning experiences, connect learners from across the state, and check in on transfer of knowledge through group forums, discussion boards and online communities of practice.
- Enhanced ability to target professional development to specific provider populations. For instance, high-needs communities, rural counties, providers serving infants and toddlers, or providers at specific STAR Levels.

Documentation of how the state's competencies address the elements outlined in the federal definition of a Workforce Knowledge and Competency Framework appears in the evidence section for (D)(1).

(D)(1)(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework;

Pennsylvania's long tradition of supporting the career pathways for the early childhood workforce has resulted in a robust statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Pennsylvania has been guided by its stated goal that *"In collaboration with essential cross-sector partners, [Pennsylvania will] create and promote a comprehensive and integrated continuum of high quality educational opportunities, experiences, and resources to ensure continuous professional growth and success of individuals who work with children and families"*.

Pennsylvania Keys to Professional Development is a comprehensive career development system grounded in several national frameworks²⁹ and includes the following core elements: core knowledge; access and outreach; qualifications, credentials, and pathways; and funding and

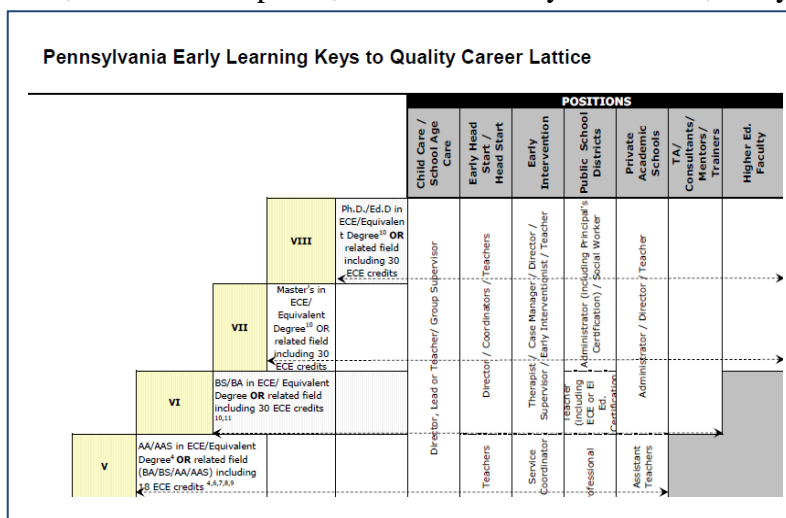
²⁹ These frameworks include the National Child Care Information and Technical Assistance Center (NCCIC) Early Childhood Professional Development Systems Framework and the National Professional Development Center on Inclusion (NPDCI) Conceptual Framework for Professional Development.

quality assurance. These core elements guide Pennsylvania in ensuring cross-sector planning and delivery. A description of the elements included in Pennsylvania's career development system framework can be found in Appendix X.

Cross-systems professional development workgroups are responsible for ongoing refinement and illustrate Pennsylvania's commitment to stakeholder input. Workgroups typically include representatives from child care, including Infant-Toddler and School-Age - Head Start, Early Head Start, Early Intervention, Higher Education, public schools, and OCDEL, and are chaired by stakeholders such as the Chair of the Education Department at a state university.

Pennsylvania's early educator career development system provides a clearly articulated framework that defines pathways tied to certification (leading to higher qualifications and credentials) and supports educators as they move up the Career Lattice and within Keystone STARS. Pennsylvania's nationally recognized Career Lattice, initially created in 2006, is unique and comprehensive in design as it includes all sectors of early childhood including community based child care, school-age child care, school-based pre-K, Head Start/Early Head Start, Early

Intervention, private academic schools, mentors, technical assistance consultants, coaches, professional development instructors, and faculty. It defines a common statewide progression of credentials and degrees at eight levels. In an effort to continually improve, the Career Lattice was updated



in 2011 to better reflect all of the career paths of early childhood education professionals. It also integrated coursework in human services and created an alternate pathway that includes experience and/or credits. Degrees that are closely related to Early Childhood Education but that may not lead to teacher certification are also recognized for placement on the career lattice at the Associate or Bachelor degree level. Thirteen postsecondary institutions in Pennsylvania offer such degrees, which include "Applied Developmental Psychology," "Human Development and Family Studies," and "Early Childhood Studies," to name a few. Including these equivalency

degrees in the Career Lattice allows for diversity of approaches and supports communities by adding strong family and community-based knowledge to the workforce. A section of the Career Lattice is shown in the figure above; the full Career Lattice document can be seen in Appendix Y. Pennsylvania has developed a protocol, titled “*Early Childhood Education Teacher Quality: Recognizing High quality Core Content in Pennsylvania*,” that provides consistency across the state in identifying and calculating Early Childhood Education Teacher Quality core content credits to determine placement on the Career Lattice. This protocol is provided in Appendix Y.

Career Advising System

As Pennsylvania has built career pathways for early childhood education professionals, additional supports were needed to help individuals make the most informed educational and professional development choices. These supports benefit all children including those with High Needs, as early childhood teachers often have their first college experiences after being in the workforce for some time. Ensuring that these individuals understand and make appropriate educational choices supports their retention in the field, reducing the negative impacts of staff turnover on vulnerable children. In 2010-11, OCDEL and the Pennsylvania Key convened a multi-sector Career Advising Work Group, which included postsecondary faculty, career, and technical education programs, professional development instructors, to identify the needs of early childhood program directors and staff to effectively manage their career development and move up the career lattice. As a result of the analysis, Pennsylvania created professional development for instructors, technical assistance consultants, higher education faculty, directors, and staff on building career advising skills, such as developing long- and short-term professional development goals; navigating higher education and financial aid; and keeping a healthy work/school/life balance. A Career Resource Guide and an online Career Advising Toolkit were also developed. The resource guide is provided in Appendix Z.

Higher Education Articulation Project

In 2008, OCDEL, the Pennsylvania Key, and the State System of Higher Education invited two- and four-year postsecondary institutions offering degrees in early education or child development to develop program-to-program articulation agreements. The initiative resulted in over 50 early childhood program-to-program articulation agreements creating articulation pathways and improved transfer opportunities for students and their academic credits based on

core competencies. Since this initiative began, the Pennsylvania Transfer and Articulation Oversight Committee (TAOC) instituted a policy requiring all state-owned two-year and four-year postsecondary institutions to develop program-to-program articulation agreements. This type of transfer collaboration allows students who graduate with specified associate degrees to transfer as juniors into Bachelor's degree programs in similar fields of study at designated four-year institutions. The fall semester of 2012 marked the launch of Statewide Program-to-Program (P2P) Articulation in Pennsylvania.

The Gate Opener Initiative

A collaboration with the Office of Child Development and Early Learning, the Pennsylvania Key, the Grable Foundation, The Heinz Endowments, and the William Penn Foundation, this initiative funded postsecondary institutions beginning in 2008-09 to develop innovative strategies to support non-traditional early childhood education students. Successes included offering free Praxis preparation courses, developing online courses, providing courses at community based sites, and providing mentors and advisors to help navigate the higher education system. The project assisted teachers in Keystone STARS, Head Start and Pennsylvania Pre-K Counts.

(D)(1)(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework

Pennsylvania has a long history of engaging postsecondary institutions and professional development providers in aligning professional development opportunities with the state's Workforce Knowledge and Competency Framework. Higher education has been a key partner in all efforts to promote the continued quality in early childhood workforce. Pennsylvania has the third highest number of postsecondary institutions in the nation, with over 85 approved to offer the Pre-K to 4 Teacher certification.³⁰

Postsecondary institutions align professional development

³⁰ Pennsylvania Department of Education list of approved certification programs at Pennsylvania colleges and universities
http://www.portal.state.pa.us/portal/server.pt/community/approved_certification_programs/8815

Representatives from Pennsylvania's postsecondary institutions have led ongoing development of the state's Workforce Knowledge and Competency Framework. Faculty provided expertise in the revision process and in alignment of the Director Credential to the competencies and are engaged in the development and delivery of the Early Childhood Executive Leadership Institute. Mentioned prior to this section, this program brings Early Learning and Development programs and public school administrators together for a five-day institute and counts towards continuing education requirements for both Early Learning and Development and public school administrators.

Postsecondary institutions have been a key partner in offering coursework toward the **Child Development Associate (CDA)**³¹ which is recognized at Level III on the Career Lattice. This coursework results in nine credits toward an Associates or Bachelor's degree. Also recognizing the importance of the CDA as a base level of skill for those entering the ECE field, in 2006, the Pennsylvania Department of Education launched a campaign for career and technical education facilities, promoting student preparation for CDA credential. For students in high school or career and technical education programs, the CDA Ready Certificate was created, allowing them to graduate from high school prepared to take their CDA assessment and receive their credential.

Professional development provider alignment

Pennsylvania has had a professional development instructor approval and quality assurance system for more than 10 years. The Pennsylvania Quality Assurance System (PQAS), updated in 2011 to tighten the focus on highly qualified instructors and consultants, maintains a registry of over 2,000 approved instructors and consultants. Based on qualifications aligned to the Career Lattice and demonstrated experience, instructors are approved to deliver professional development on specific content and provided topic codes aligned to the competencies. Instructors are required to code all professional development posted to the training registry using the aligned topic codes. In the past year, over 13,000 professional development sessions in the registry were coded to the competencies. Professional development opportunities include stand-alone workshops, workshop-to-credit series, credential programs, and college courses.

³¹ A nationally recognized credential for early childhood professionals in center-based, family child care, and home visitor programs. The CDA Competency Standards and Assessment System provide standards for training, evaluation, and recognition of practitioners based on their ability to meet the unique needs of an age group.

In addition to these instructors, self-learning modules are provided through a partnership with the Penn State Better Kid Care Project (BKC), all of which are aligned to the competencies framework. The BKC offers nearly 150 asynchronous technology-based lessons, including a Career Lattice Level I package. Recognizing the particularities of specific age groups, plans are in motion to develop Career Lattice Level I packages with a focus on specific care levels. The first focusing on infants and toddlers will be available in June 2014. All asynchronous video learning segments are closed-captioned and available for translation via the YouTube translation option. Written transcripts of the lessons are available as requested for use with TDD devices. Nineteen lessons have been translated into Spanish and seven asynchronous lessons focus on supporting Children with High Needs such as those with special needs. A total of 15,448 practitioners in Pennsylvania completed 50,237 on-demand lessons during fiscal year 2012-13. While the majority of the users are facility-based child care, BKC has successfully reached home-based providers (3,600 certificates issued) and neighbor-relative providers (1,898 certificates issued). Review of the data also indicates that over 22% of the users are located in rural counties (consistent with the percent of the population living in rural communities).

Where We're Going

Continuous quality improvement for individuals, classrooms, facilities, programs, and systems is a guiding theme for Pennsylvania's TQRIS and Professional Development System Framework for Early Care and Education. See Appendix H. While Pennsylvania uses a well-developed Workforce Competency Framework and progression of credentials, there is still work to be done. As Pennsylvania's TQRIS system continues to mature and meet its goals of increasing the number of high-quality programs serving all of Pennsylvania's children, including those with High Needs, it is imperative for Knowledge Mediators and early learning professionals to keep pace and to continue to "dig-deeper." Annual surveys of Knowledge Mediators and providers consistently indicate the need and interest in continued, high-quality professional development opportunities that are accessible in all parts of the state and include content relevant to cultural, linguistic, and ability diversity across age groups and provider types. The 2013 professional development needs assessment asked Knowledge Mediators to specifically answer questions related the NAEYC Pathways to Cultural Competence concepts. NAEYC Pathways to Cultural Competence identifies seven culturally competent approaches needed in early learning programs.

Concept 7: “Ensure policies and practices embrace and respect families’ cultural values, attitudes, and beliefs towards learning,” was identified by over 62 percent of the respondents as the area of greatest interest. This and other concepts will guide annual professional development plans, and content to address these needs will be included in the development of credentials and certificates in the proposed activities.

In addition to an increase in these opportunities, Pennsylvania needs to take the next step with regard to its support of Infant/Toddler caregivers. Currently, Pennsylvania supports this population with components such as the Infant/Toddler Specialists located within each Regional Key, age-specific community-based professional development, and a cadre of instructors and technical assistance consultants who have in-depth understanding or even certification in The Program for Infant Toddler Care. While there has been much discussion of, and some preliminary investigation into, an Infant/Toddler Credential, a credential has not yet been developed or adopted.

With the above issues in mind, Pennsylvania is committed to a professional development strategy that addresses these needs. With over 130,000 users of the Workforce Registry accessing professional development and navigating the professional development and career pathways system, it is essential that there is a coordinated and clear communication plan in place to support consistent, clear information for early learning professionals and Knowledge Mediators about expectations and to support access to professional development opportunities across Pennsylvania and particularly those targeting communities serving Children with High Needs.

To continue to refine and improve upon Pennsylvania’s Workforce Competency Framework and progression of credentials at all levels with a particular focus on those working with Children with High Needs, activities will include:

- Credentials developed and certificates included in the Pennsylvania Career Lattice and embedded in the Workforce Registry. Credentials and certificates to include Infant/Toddler Credential, Technical Assistant Consultant Certificate and Credential, and Peer Mentor Certificate.
- Home Visiting competencies developed and integrated into the Workforce Registry.
- Exploration of expanding Alternative Pathways for progressing along the Career Lattice.

- Communication plan developed and implemented to encompass, at a minimum, changes and expectations related to the revised competency framework and self-assessment, workforce registry, access to courses, and other workforce initiatives.
- The revised Competency Framework integrated into the Workforce Registry, Knowledge Mediator Competencies, post-secondary and continuing education, cross-sector professional development courses including Early Intervention Technical Assistance and consultation services.

(D)(1) High-Quality Plan

Increase access and delivery of high quality professional development of the ECE workforce.

(a) Key Goals:

Pennsylvania's RTT-ELC strategy will achieve the following result:

- a. Pennsylvania will develop a coordinated and clear communication plan to support consistent, clear information for early learning professionals and Knowledge Mediators about expectations and to support access to professional development opportunities.
- b. Better integrate professionals providing home visiting services, consulting and, Early Intervention Technical Assistance with Pennsylvania's Core Knowledge Competencies. See Appendix AA.
- c. Develop an accurate baseline of the educational status and needs of the early childhood workforce in Pennsylvania in order to develop strategies to continue to professionalize the field.
- d. Significantly enhance providers' ability to increase STAR levels by establishing consistent quality in peer mentoring efforts and making it easier for professionals and providers to navigate the Career Lattice.

(b) Activity Summary and Rationale:

- a. Through a coordinated effort, the Workforce Registry will be expanded to include a variety of credentials and competencies to ensure comprehensive educator training.
- b. Professional development that includes content-relevant cultural, linguistic and ability diversity will be developed. As more Children with High Needs are served

by Early Learning and Development programs, providers and students alike will benefit from this professional development and support.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Recruit and contract Workforce Communications Coordinator and one Instructional Design contractor to design and implement Workforce Initiatives communication plan to include Core Knowledge Competencies (CKCs), Workforce Registry changes, and all other workforce initiatives.	3/1/14	45	12/31/17	Workforce Communications Coordinator and Instructional Design contractor are hired.
2	Link technical assistance to CKCs for Learning Management System (LMS) integration.	1/1/14	6	6/30/14	Technical assistance is linked to CKC's LMS.
3	Define and implement competencies for Home Visitors.	1/1/14	36	12/31/17	Competencies are implemented.
4	Enhance workforce registry to include home visitor competencies.	1/1/16	12	12/31/16	Workforce registry is enhanced.
5	Develop and deliver Professional Development (PD) that supports Administrator/Director CKCs as well as Early Childhood Education (ECE) and School-Age Child Care (SACC) Professionals.	1/1/15	36	12/31/17	Professional Development is delivered.
6	Recruit and hire Workforce Development Coordinator to develop and implement infant/toddler framework and credential and embed in various levels of the Career Lattice.	3/1/14	45	12/31/17	Workforce Development Coordinator is hired.
7	Research and identify possible alternate pathways for movement on the Career Lattice.	1/1/15	12	12/31/16	Alternate pathways are identified.
8	Define requirements for Rising STARS Peer Mentor Certification.	1/1/15	12	12/31/15	Requirements are defined.
9	Research, identify and implement coursework for Rising STARS Peer Mentor Certification, Consultation Master Certification and Credential linked to CKC including content related to working with high needs populations and engaging Higher Education.	1/1/15	36	12/31/17	Coursework is implemented.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
10	Crosswalk existing knowledge mediator competencies to identify similarities and recognize unique skills required for different roles.	7/1/14	7	12/31/14	Knowledge mediator competencies are cross walked.
11	Create and implement a system of targeted incentives, support Higher Ed and PD Organizations and instructors in transitioning coursework to align with the CKC's with priority given to coursework targeted for serving Children with High Needs.	7/1/14	36	12/31/17	System of targeted incentives are implemented.

(d) Responsible Party

- a. Office of Child Development and Early Learning will be responsible for administering this project.

(e) Funding Narrative:

- a. The total budget for this project is \$14,918,744 (for both D1 and D2) with \$1,924,994 (D1) and \$875,000 (D2) requested directly from the RTT-ELC grant.
- b. This investment is completely sustainable as it represents a one-time systemic investment to build professional development capacity and capability.

(f) Supporting Evidence:

- a. Pennsylvania's Core Knowledge Competencies (Appendix AA)

(g) Focus on Children with High Needs:

- a. The development of a wide range of competencies and professional development on addressing the needs of diverse populations will better prepare educators for the challenge of reducing the achievement gap. This directly addresses the needs of Children with High Needs.

Evidence for (D)(1) - To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in selection criterion (D)(1), submit:

- *The Workforce Knowledge and Competencies;*
- *Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in the Program Definitions (Section III) and is designed to promote children's learning and development and improve outcomes.*

Pennsylvania's Core Knowledge Competencies describes what Early Childhood Educators (including those working with children with disabilities and English Language Learners) should

know and be able to do; meets all components of the definition as evidenced in the examples below, and, at a minimum is:

(a) Evidence based;

Pennsylvania's Core Knowledge Competencies comprehensively identify what early childhood and school-age professionals need to know and be able to do according to evidence-based best practice. Incorporating state and national principles, which target quality programming for children and excellence in professional development opportunities for professionals, the Core Knowledge Competencies coherently link and align with important Pennsylvania and national standards related to early childhood and school-age programming and preparation of its professionals. A full copy of Pennsylvania's Workforce Knowledge and Competencies Framework appears in Appendix AA.

- Pennsylvania Learning Standards for Early Childhood - Essential skills and concepts for young children to have learned by entry into the next age level.
- Pennsylvania Academic Standards - Essential skills and concepts that students should know and be able to do as a result of instruction.
- Pennsylvania Child Care Regulations - Programmatic regulations, including staff qualifications and professional development requirements.
- Pennsylvania Chapter 49-2 Standards for the Teaching Profession - Program framework for pre-kindergarten to 4th-grade educators' professional knowledge and skills embedded within higher education coursework.
- Pennsylvania's Keystone STARS Standards - Performance standards that guide quality improvement efforts through standards, training and professional development, assistance, resources, and support.
- Head Start Performance Standards Programmatic standards that guide compliance with the Head Start Act.
- NAEYC Teacher Preparation Standards - Core standards used across degree levels to prepare candidates in programs that do not require licensure.
- Competency Goals and Functional Areas - Competency standards towards a credential
- Council for Exceptional Children: Division for Early Childhood (DEC) - Standards to prepare professionals who work with children with special needs.

(b) incorporates knowledge and application of the state’s Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families;

<u>Early Learning & Developmental Standards</u> is included in Knowledge Area 1: Child Growth and Development competencies address developing and evaluating program curriculum and environments using the Pennsylvania Learning Standards as a framework based on the developmental needs of the children in care.	Page 15
<u>Comprehensive Assessment Systems</u> is included in Knowledge Area 4: Assessment competency groups include Comprehensive Assessment System, Child Assessment, Observation, Reporting and Documentation. Assessment tools include: ERS, TPOT, TPITOS, CLASS, ELLCO.	Page 27 & 53
<u>Child Development</u> is included in Knowledge Area 1: Child Growth and Development competencies address identifying, applying and analyzing principles and concepts of child development theories in working with children as well as adopting and evaluating curriculum that supports developmental needs in all areas of child development and is aligned with the Pennsylvania Learning Standards.	Page 15
<u>Health</u> is included in Knowledge Area 7: Health, Safety and Nutrition addresses health across all Competency Levels and the entire Knowledge Area.	Page 40
<u>Culturally and linguistically appropriate strategies for working with families</u> is included in Knowledge Area 3: Family, Schools and Community Collaborations Culturally & Linguistically appropriate strategies to include English Language Learners, Homeless families, Foster families, Migrant families, and Low Income families and Partnerships competencies address meaningful opportunities and practices to engage families from diverse backgrounds; programming to support families and children with concerns, stressors or in crisis due to living in poverty, disabilities, domestic violence, mental health needs, learning English as a second language, or family changes ; defining, demonstrating and transmitting cross cultural knowledge, skills and disposition in ethical, collaborative ways to improve learning outcomes for children.	Page 23

Includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children;

<u>Early Mathematics development & instruction</u> is included on Knowledge Area 1: Child Growth and Development addresses curriculum content and lessons that relate to the Key Areas of Learning, which include: Mathematical Thinking and	Pages 15 & 53
--	---------------

Expression.	
<u>Literacy development & instruction</u> is included in Knowledge Area 1: Child Growth and Development addresses curriculum content and lessons that relate to the Key Areas of Learning, which include: Language and Literacy Development.	Pages 15 & 53

Incorporates effective use of data to guide instruction and program improvement;

Knowledge Area 4: Curriculum and Learning Experiences competencies include collecting data and analyzing learning environments; adopting and evaluating intentional, evidence-based frameworks to teaching strategies or modify existing ones based on the Pennsylvania Learning Standards, targeting children's approaches to learning through play, social interactions, creativity, initiative, persistence, problem solving, and decision making.	Pages 21 & 22
---	---------------

Includes effective behavior management strategies that promote positive social and emotional development and reduce challenging behaviors;

Knowledge Area 1: Child Growth and Development competencies include examining strategies/practices for ways to continuously improve instructional practices to support children's learning, socio-emotional development and self-regulation.	Page 17
--	---------

Incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators; and

Postsecondary faculty participated as members of the workgroup to develop the competencies and these individuals facilitated focus groups of faculty from two- and four-year postsecondary institutions.

Includes knowledge of protective factors and effective approaches to partnering with families and building families' knowledge, skills, and capacity to promote children's health and development.

Knowledge Area 3: Family, Schools and Community Collaborations and Partnerships competencies include adopting, evaluating and modifying practices used to involve, sustain and strengthen respectful and reciprocal relationships with families to support children's development and learning and specifically addressed linkages between the Strengthening Families Protective Factors Framework and program practices.	Page 22
---	---------

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that--

(1) Are aligned with the State's Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that--

(1) Are aligned with the State's Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g., available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Pennsylvania is proud to be a leader in creating a model professional development and technical assistance system that makes high-quality learning opportunities available to professionals working across its child-serving programs – center and home-based child care, school-age programs, Head Start, Early Head Start, Early Intervention, school district based pre-kindergarten, and Pennsylvania Pre-K Counts. In addition, the system maintains a high degree of accountability for the individuals providing professional development and technical assistance services to the early learning community. Pennsylvania has demonstrated its commitment to

Continuous Quality Improvement (CQI) throughout all aspects of its early childhood education system by constantly working to identify and implement current best practices in professional development and to offer opportunities for early childhood professionals to deepen their understanding of the Core Knowledge Competencies, especially in working with children with high needs.

Another of Pennsylvania's strengths is its long-standing commitment to supporting a diverse and culturally competent complement of professional development instructors, higher education faculty, and technical assistance consultants. Pennsylvania was an early adopter of NIEER's recommendation that "Resources and policies should be directed toward revamping the content and structure of higher education and professional development opportunities to include more practice-based opportunities and to integrate essential focus areas related to the latest brain research, language acquisition, with emphasis on dual language learners, cultural and economic diversity, and working with families and colleagues across disciplines and from varied cultures and communities."³² Opportunities that Pennsylvania has offered over the past five years include train-the-trainer events on "Autism 101"; "Supporting English Language Learners and Dual Language Learners in Early Childhood Classroom Settings"; "Special Quest Birth to Five" (focus on inclusion for children ages birth through five with disabilities), and "Race Matters: Classroom Practices to Support Conversations about Race and Culture in Early Childhood Settings." In addition, for three years (2008- 2010) Pennsylvania sponsored an annual Higher Education Institute, with a focus on supporting the skills and knowledge of faculty members and instructors preparing early childhood education teachers.

(D)(2)(a) Providing and expanding access to effective professional development opportunities that:

(D)(2)(a)(1) Are aligned with the State's Workforce Knowledge and Competency Framework;

(D)(2)(a)(2) Tightly link training with professional development approaches, such as coaching and mentoring

³² (NIEER, Degrees in Context, April 2011, Issue 22)

(D)(2)(a)(3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

Where We've Been

In the Pennsylvania Keys to Quality system, five Regional Keys provide locally planned and focused Professional Development and Technical Assistance that is supported by the CKCs, delivered by an approved instructor, and specifically linked to TQRIS needs identified by the provider or their technical assistance consultant.

As discussed in (D)(1)(c), the Pennsylvania Quality Assurance System (PQAS) certifies instructors who provide professional development or technical assistance to early childhood and school-age professionals in Pennsylvania. Furthermore, the unique nature of Pennsylvania's Career Matrix, discussed in (D)(1)(b), enables practitioners to understand how knowledge and competencies apply to multiple sectors and makes it possible to craft a coherent career plan over time and across sectors.

Technical Assistance (TA) provides opportunities for early childhood practitioners in Pennsylvania to further increase their knowledge and skills by receiving coaching and mentoring in a work-embedded context. In Pennsylvania's TQRIS, Keystone STARS participants may request TA in the following areas of work: Infant/Toddler, Child Care Health Consultation, Early Childhood Mental Health Consultation, School-age Child Care, and STARS TA, which focuses specifically on assisting participating providers in advancing their STAR level. While most TA supports are available to providers at all STAR levels, Infant/Toddler Specialist services focus primarily on providers at the STAR 2 level. The effectiveness of STARS TA has been documented in two separate OCDEL research briefs (2011 and 2013), where it was found that providers receiving this service are 4.3 times more likely to advance STAR levels and improve the quality of their programs than are providers not receiving TA. Technical Assistance Research Briefs can be found in Appendix BB.

A key reason why STARS TA is effective is the focus on results. Pennsylvania applies similar expectations for accountability and quality to STARS TA consultants as for practitioners and

programs participating in Keystone STARS. “Big Picture” accountability – e.g. movement in STARS – is reported by the Regional Keys (the entities responsible for STARS TA). Reports about numbers and types of providers at each level, numbers of children served, program movement up the STAR level are gleaned from the PELICAN K2Q report, which is shared with key stakeholders monthly. A new feature in 2011 was the addition of a TA database within PELICAN K2Q for tracking service plans and status of programs involved in TA. A host of additional measures, addressing quality of TA and continuous quality improvement within sites are also gathered by the Regional Keys and reported to the State. In short, Regional Keys are expected to show continuous quality improvement and are provided with administrative authority for professional development and TA funds in order to achieve this goal.

Pennsylvania measures TA accountability in three ways: 1) Qualifications/training of TA staff; 2) Reporting obligations for all TA contracts (e.g. timeliness, accuracy of reports, timely follow-up, completion of referral, meets targets, etc.); and, 3) Results (*What changes did we see?*) The Results component is measured in two ways: 1) Did the STAR level change? 2) Did the Service Plan goals “stick”? The “stickiness factor” is determined by calling or visiting each provider (or conducting an online survey) three months after the TA case is closed and asking open-ended questions to determine if the provider has indeed implemented the changes. The Regional Key conducts these calls – not the TA contractor. TA providers that do not achieve the benchmark are required to write an improvement plan addressing the benchmarks that need improvement.

While research has underscored that TA is extremely effective, STARS participation reports are not showing enough movement in STARS, especially among providers that serve large numbers of high-need children. As Pennsylvania moves forward, it is essential to address this challenge head-on, and intentionally increase and target STARS TA for providers serving Children with High Needs. Strategies for this will include work in the Community Innovation Zones, enhancing TA models to reflect lessons learned from the After-School Quality process described in the next paragraph, and the introduction of a weighted approach to prioritizing TA requests, discussed below.

In 2012-13, working in partnership with the National Institute on Out-of-School Time, Pennsylvania piloted *After-School Quality (ASQ): The Process of Program Improvement* in 25 school-age child care sites across the state. The ASQ process is a team-approach by which

program staff, supported by technical assistance consultants, reflectively examine their program quality and together identify strategies to make change – a team approach to embedding CQI in programs. The results of the pilot were extremely positive, with significant increases in the participants’ understanding of CQI and in the confidence levels of both school-age providers and TA consultants in their ability to engage in a CQI process. The success of the project has led Pennsylvania to commit to bringing the unique aspects of this ASQ process to TA models serving early childhood programs, as will be discussed below.

Where We’re Going

As one of the more mature TQRIS systems in the country, some time ago Pennsylvania recognized the need to increase the focus on Quality Improvement rather than focusing solely on Ratings. Taking this commitment further, Pennsylvania realized that in order to have the best possible results for children, it would be important to have a CQI process – the Plan, Do, Study, Act cycle – in place for professional development instructors and technical assistance consultants as well as for those providing direct services to children and their families.

In keeping with this focus on Continuous Quality Improvement (CQI) for all parts of its early childhood education system, Pennsylvania has identified a need to deepen the understanding of all early learning educators, regardless of whether their role is professional development instructor, program administrator or classroom aide. In addition, Pennsylvania recognizes that additional efforts must be devoted to targeting more professional development and technical assistance to the most high-needs populations. Accordingly, Pennsylvania will undertake the following activities aimed at increasing the effectiveness of Professional Development and Technical Assistance and expanding access for programs serving Children with High Needs:

- Enhance the effectiveness of existing TA models to support providers’ transfer of knowledge to practice and their CQI planning, implementation, and systems of sustainability in early learning programs. This will be accomplished by the careful development and implementation of steps to replicate the strengths of *After-School Quality (ASQ): The Process of Program Improvement* in TA models serving other age groups.
- Increase accessibility to tools and resources that support progression through the TQRIS levels by revising the Pennsylvania Keys website to include STAR level-specific toolkits

that are easily accessible to all programs. Website orientation sessions will be targeted to communities serving large numbers of Children with High Needs.

- Increase both effectiveness of and access to appropriate professional development by creating and implementing online self-assessment aligned with the Core Knowledge Competencies. Aggregate geographic-based reports will then be available, enabling the Regional Keys to offer targeted and intentional professional development in communities serving Children with High Needs.
- Ensure that professional development instructors understand the relationships between assessment, evaluation, and follow-up (Snyder, P., & Wolfe, B., 2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 13-51). Washington, DC: Zero to Three Press), and have the tools to fully implement this approach. In 2011, Snyder and Wolfe provided professional development for instructors across the state to ground them in this approach and to think about next steps for going deeper. Some recommendations included revisions to professional development evaluations and processes for feedback, and suggestions for follow-up with individuals to check in on transfer of knowledge. The enhancements to the Workforce Registry/LMS will provide a tool for gathering and analyzing individual self-assessments, gathering and analyzing evaluation data, and communicating and following up with learners to assess if learning sticks.
- Increase access to cross-sector professional development by creating automated linkages between Pennsylvania's Workforce Registry and the professional development information/technology system serving Pennsylvania's early intervention providers. This will boost awareness and utilization of Professional Development targeted to increasing knowledge and skills of all early childhood educators serving children with special needs.
- Increase access to high-quality TA services by creating a rubric that will prioritize programs serving Children with High Needs and/or serving children living in rural areas, especially for STAR 2 facilities. Currently, TA services for TQRIS participants are provided on a first-come, first-served basis. After the development and implementation of the rubric, programs serving higher numbers of Children with High Needs, programs

located in rural areas, and programs at lower STAR levels (or some combination of these three factors) will received priority for requested Infant/Toddler Specialist services, Child Care Health Consultation, or STARS TA.

- Maximize efficiency within the early childhood system by creating and implementing online Career Lattice Level verification as an enhancement to the new Learning Management System (LMS). This will enable support staff within various sectors (e.g., Licensing Representatives, Program Monitors, TA Consultants) to access a common database and eliminate duplicative data entry.

(D)(2)(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that-

(D)(2)(b)(1) Are aligned with the State's Workforce Knowledge and Competency Framework

(D)(2)(b)(2) Tightly link training with professional development approaches, such as coaching and mentoring

(D)(2)(b)(3) Are supported by strong evidence (e.g., available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs

Where We've Been

In addition to its strong Professional Development and Technical Assistance system, Pennsylvania also has one of the most extensive Recruitment and Retention Initiatives in the country. Since 2003, Keystone STARS has provided wage subsidies, called Education and Retention Awards (ERA) to individuals with specific early childhood education credentials and degrees. Further, in 2011, Pennsylvania used cost modeling techniques to determine the cost of providing quality, including adequate wages and benefits, at each level of a QRIS. Based on this cost modeling, Pennsylvania has revised some of its funding strategy, crafting a package of financial incentives—grants, tiered reimbursement, access to Pre-k and Head Start funding - to help programs recruit and retain qualified staff.

Effective policies and incentives to promote professional improvement and career advancement along an articulated career pathway in Pennsylvania include the following:

- *Annual Competency Self-Assessment.* Individuals participating in the state's TQRIS are required to annually complete a self-assessment aligned to the Core Knowledge Competencies. This self-assessment results in the development of an individual professional development plan intended or used to guide their progression to higher skills and credentials.
- *Financial aid and scholarships.* The Pennsylvania Keys to Professional Development Reimbursement Voucher Program provides support for early childhood educators to obtain credits and credentials that support participation at higher levels of quality to meet Keystone STARS standards and improve outcomes for high-need high-risk children. The program offers partial tuition reimbursement for teachers working at least 20 hours per week in STAR 1 or above child care programs for courses taken for credit from an accredited college or university towards an early childhood education credential or degree. Professionals must receive a grade of B or higher to be eligible for reimbursement. Additionally, this program supports the CDA Assessment fee. In 2012-13, approximately 3,134 college tuition and CDA Assessment vouchers were issued to early learning professionals in Pennsylvania; over the last two years there was a thirty-six percent (36%) increase in the number of college tuition vouchers awarded.
- *Compensation/retention incentives.* The Keystone STARS Education and Retention Award (ERA) assists programs in establishing a stable workforce as they work towards higher levels of quality. In order to reduce turnover and improve the education of early childhood and school-age professionals, the annual ERA incentivizes the individual to pursue credentials and degrees, while remaining employed at a Keystone STARS facility. Award amounts are determined by number of hours worked/week, position (director or teaching staff) and educational attainment. In order for staff members at a program to be eligible for the ERA, at least 10% of the children served at the facility must be Children with High Needs.
- *Tiered Reimbursement.* Child care programs participating in Keystone STARS receive an add-on, or tiered reimbursement, amount for each child they serve who is enrolled in the Child Care Works subsidy program. The tiered reimbursement amount increases at each STAR level, and is applied to the daily subsidized child care rate. This strategy was introduced in 2007; beginning in 2011, following the cost modeling mentioned above,

Pennsylvania has worked to aggressively increase the tiered reimbursement rates for the highest STAR levels. In September 2007, STAR 4 providers received a daily add-on of \$1 per child per day; effective August 1, 2013, the STAR 4 add-on is \$5 per child per day. Where the ERA incentivizes the individual professional to increase her credentials, tiered reimbursement incentivizes the child care program to support staff professional development, as staff with higher qualifications are essential to achieving higher STAR levels.

- *Teacher Certification.* Beginning January 1, 2011, all teacher education programs in Pennsylvania were required to include nine credits or 270 hours of instruction and field experience in accommodations and adaptations for students with disabilities in an inclusive setting, including instruction in literacy skills development and cognitive skill development for students with disabilities. At least three credits or 90 additional hours must address the instructional needs of English language learners. This policy ensures that early learning educators receiving PreK-4 Teacher Certification in Pennsylvania are all receiving a basic level of skill in teaching Children with High Needs.

Where We're Going

Pennsylvania is now poised to take many of these policies and incentives to the next level, again focusing on both increased access for programs serving Children with High Needs and programs serving rural areas, and increased effectiveness for all teachers. The major challenges to be addressed in refining the above policies and incentives are:

- Providers' limited resources to pay up-front tuition costs in the Voucher Program.
- Reliance on face-to-face professional development events limits ability to take advantage of technology in reaching larger numbers of individuals with fewer events.
- Limited ability to track the effectiveness of retention strategies and the progression of individuals through the Career Lattice.
- Paper-based systems that must be completed on an annual basis and/or verified by multiple individuals within the early learning system.

Once more, the focus will be on deepening the "Improvement" in Tiered Quality Rating Improvement Systems. Activities will include:

- Increasing access to higher education through enhanced financial assistance. While the Voucher Program has been successful to a degree, it does present a barrier to typically low-wage-earning child care staff, who may not have the funds available to pay the full tuition upfront and wait until the course is completed to receive a refund. In the near future, Pennsylvania plans to introduce the *Rising STARS Tuition Assistance Program*. This program will more than double the state's annual investment (\$5.2 million has been allocated for 2013-14) and will replace the Voucher Program. Individuals working at programs participating in Keystone STARS will be eligible for participation; the tuition assistance program will pay 95% of the tuition cost upfront, leaving the individual responsible for only 5% of the tuition. In working with accredited colleges and universities to develop reduced-tuition agreements and cohort classes, Pennsylvania will actively pursue strategies that will target staff members working at facilities that are located in rural areas and/or are serving significant numbers of Children with High Needs. For example, eight of Pennsylvania's fourteen state-owned universities are located in counties identified as rural by The Center for Rural Pennsylvania; child care facilities located near these eight universities will be specifically targeted for participation in the Rising STARS Tuition Assistance Program. In addition, in the event that demand for the Program exceeds available funds, priority may be given to professionals working in facilities that serve larger numbers or percentages of Children with High Needs. Race to the Top – Early Learning Challenge funds will be used to provide additional tuition assistance in years 2-4 following capacity building with institutions of higher education.
- Increase access to technology-based professional development that is not created within the Pennsylvania system (for example, professional development created by national organizations). Pennsylvania plans to release an approval protocol by the end of the 2013-14 fiscal year.

- Pennsylvania has already purchased a greatly enhanced Learning Management System (LMS) that will significantly expand the state’s ability to track and understand characteristics of the workforce and the capacity to deliver high-quality technology-based professional development, as well as help the Workforce understand STAR level and credential requirements, plan individual improvement, and take online courses. One of the priorities for the LMS following the scheduled go-live of July 1, 2014, is to create high-quality technology-based professional development, with an initial focus on the development of STAR-level-specific “packages” of professional development that will be available to all, but especially marketed to facilities serving large numbers of

Pennsylvania’s Act 183 of 2004, which established one of the nation’s most aggressive broadband deployment commitments and created a variety of programs to expand the availability and use of broadband services, means that by 2015 every city, town and village will have access to broadband service, even in the most rural areas.
(<http://www.newpa.com/community/broadband-initiatives>, PA Dept. of Community & Economic Development)

Children with High Needs or are located in rural areas. Four of the five Regional Keys include rural counties in their service areas; these Regional Keys will work on a local level to support early childhood professionals’ awareness of and access to technology-based professional development.

- Enhance instructor accountability and provider understanding of the benefits of specific professional development sessions through the development of *Consumer Ratings of Professional Development*. This enhanced feature of the new LMS will be developed to support early childhood educators in making informed decisions about their own professional development.

(D)(2)(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

Where We’ve Been

Pennsylvania’s current Workforce Registry is a home-grown tool that was cutting edge when it was released in 2006 and has served well over the past several years. Pennsylvania is able to report aggregated information regarding the topics, types and locations of professional

development delivered across the state. In addition, Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN), is a secure, highly integrated system that links children, teacher, and program data across OCDEL programs to centralize and streamline program data, increase efficiencies and inform policy. PELICAN Keys to Quality, PELICAN Early Intervention, and the Early Learning Network provide information about teachers working in Keystone STARS, Head Start State Supplemental, Pennsylvania Pre-K Counts, and Early Intervention classrooms. Aggregate statewide and regional information about the early childhood education workforce is shared with the public through the OCDEL Annual Report, the Pennsylvania PreK Counts Annual Report, annual Regional Key Reports to the Community, and Regional Key newsletters.

The current workforce registry is a voluntary system and is unique because it links Workforce demographics and data to the online professional development calendar. Unlike other registries targeting early learning educators, this registry is not restricted to individuals participating in a particular initiative, but rather is accessible to anyone and includes persons from across sectors. Current elements of the workforce registry are aligned with the National Registry Alliance best practices; however there are a number of elements currently not included or not required and all data are self-reported with no verification process.

Future enhancements to the registry system – through the LMS described above – will result in a comprehensive workforce registry that contains all workforce data in one central location and can easily communicate this information to regional and state administrators as well as partners, early learning programs, and the general public. These enhancements include updating the entire registry system to include the Core Knowledge Competency revisions. Pennsylvania will also use of the LMS in order to consolidate professional development initiatives on a scalable web-based platform to allow the analysis of early educator workforce data, including assessment of early educators' learning, movement along the Career Lattice, and retention in the field.

Where We're Going

The current Registry and PELICAN do not include the entire early childhood education workforce in Pennsylvania (for example, many providers who are not yet participating in the TQRIS are not using the Registry). Pennsylvania's LMS will, when fully implemented:

- Report workforce progress on Career Lattice placement and
- Enable Pennsylvania to target appropriate professional development and supports for increasing credentials and certifications to teachers working in programs serving larger numbers of Children with High Needs.

(D)(2)(d) Setting ambitious yet achievable targets for--

(D)(2)(d)(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework; and

(D)(2)(d)(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Targets – See Tables (D)(2)(d)(1) and (D)(2)(d)(2)

Evidence for (D)(2)

The proposed professional development plans will be effective in improving outcomes for Children with High Needs, as evidenced by the following:

- Research shows that the education level of the teacher has an effect on the performance of children in their class. An analysis of several studies indicate that the effects on child outcomes for children with teachers who have a bachelor's degree were significantly greater than for children whose teachers had less education.³³ The independent study of Keystone STARS programs also found that classrooms with teachers who had at least an associate's degree had significantly higher Environment Rating Scale scores.³⁴ In 2010-11, children in Pennsylvania Pre-K Counts classrooms with a lead teacher who holds a Teacher Certification were approximately 50 percent

³³ NIEER Working Paper - The Impact of Teacher Education on Outcomes in Center-Based Early Childhood Education Programs: A Meta-analysis, Pamela Kelley and Gregory Camilli (2007), <http://nieer.org/docs/?DocID=185>.

³⁴ "Evaluation of Pennsylvania's STARS Quality Rating System in Child Care Settings," (December 2006), available at http://www.pakeys.org/uploadedContent/Docs/ELinPA/STARS_2006_Evaluation_FINAL.pdf.

more likely to achieve greater than average gains in language and literacy, math, and personal and social development than children whose lead teacher did not hold a certificate.³⁵ The proposed technology-based professional development and tuition assistance program will provide early childhood professionals with increased access to coursework that will support their progression along the Career Lattice resulting in more highly qualified staff in programs serving children with high needs.

In the 2012 Government Accountability Office report, “Early Child Care and Education: HHS and Education are Taking Steps to Improve Workforce Data and Improve Quality,” stated that workforce data can be used to assess the overall quality of a workforce and to develop strategies to improve its quality and a lack of statewide and national ECCE workforce data disadvantages policymakers when assessing ECCE needs and planning improvements and allocating limited funds.

- Enhancements to the workforce registry will provide the state with the needed data to better understand the quality of the workforce, access to education and progression along a career pathway, professional development needs particularly related to working with high needs populations, and will facilitate connecting workforce data, facility data related to quality (e.g. Keystone STARS rating) and child outcomes to better understand the impact of well-prepared workforce.

(D)(2) High-Quality Plan³⁶

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Recruit and contract highly qualified contractor to enhance existing Technical Assistance (TA) models to support Continuous Quality Improvement (CQI) planning, implementation and systems of sustainability in early learning programs.	1/1/15	36	12/31/17	Contractor is hired.

³⁵ Based on 7,900 assessments from 2010-11 Work Sampling outcomes for PA Pre-K Counts children

³⁶ The High Quality Plan for (D)(1) and (D)(2) share the same goals and objectives but have different activities and timelines.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
2	Increase accessibility to tools and resources that support TA models through shared source methodology.	1/1/15	36	12/31/17	Accessibility is increased.
3	Create and implement online Career Lattice Level verification system in the Workforce Registry to provide tracking of Career Lattice placement and movement and ready access to data for reporting purposes.	7/1/15	30	12/31/17	Integrated referral system developed.
4	Increase delivery/access to high quality technology-based professional development including STAR Level Professional Development (PD) Packages targeted to communities with high risk children.	9/1/14	40	12/31/17	Delivery is increased.
5	Develop a consumer rating system for professional development.	1/1/16	6	6/30/16	Consumer rating system is developed.
6	Develop an approval system for technology-based professional development (created by vendors not currently approved within Pennsylvania Quality Assurance System (PQAS)).	1/1/14	6	6/30/14	Approval system is developed.
7	Enhance Workforce Registry data linkage systems to build on existing PD systems and integrate with other appropriate state systems including Early Intervention Technical Assistance (EITA) LMS.	7/1/15	12	6/30/16	Workforce Registry is enhanced.
8	Communicate and implement Rising STARS Tuition Assistance Program targeting educators and programs who directly serve Children with High Needs as well as outreach and recruitment of	1/1/14	48	12/31/17	Rising STARS Tuition Assistance program is implemented.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	higher education institutions to participate.				

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework

	Baseline (Today)	Target - end of calendar year 2014	Target - end of calendar year 2015	Target - end of calendar year 2016	Target – end of calendar year 2017
Total number of “aligned” institutions and providers ^a	138	138	138	138	138
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider ^b	11,385	12,296	13,157	14,736	15,768

^a Data in this table are actuals based on the number of institutions approved for a Pre-K to 4th grade program through the Pennsylvania Department of Education, community colleges, and the number of providers approved through the Pennsylvania Quality Assurance System to offer credential coursework. It is anticipated that there will not be a need to increase the number of aligned institutions and providers and that these existing institutions and providers will be recruited to offer any new credentials being developed.

^b The total number of credentialed early childhood educators is based on the actual total numbers for Director Credential, School Age Professional Credential and CDA issued by the Council for Professional Recognition. This number also includes the total pre-K to 4 and N-3 certifications and ECE Associate Degrees awarded last year.

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: 15 hr. New Staff Orientation (Career Lattice Level I)^a</i>	7,574	18.8%	8,559	21.3%	9,586	23.8%	10,640	26.4 %	11,704	29.1%
Credential Type 2 <i>Specify: Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)^b</i>	1035	2.6%	1,118	2.8%	1,196	3.0%	1,316	3.3%	1,408	3.5%
Credential Type 3 <i>Specify: AA/AAS) including 18 ECE credits (Career Lattice Level V)^c</i>	96	0.24%	101	0.25%	116	0.29%	174	0.43%	261	0.65%
Credential Type 4 <i>Specify: BS/BA in ECE/ Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)^c</i>	84	0.21%	88	0.22%	94	0.23%	118	0.29%	177	0.44%
Credential Type 5 <i>Specify: Master's in ECE/ Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)^c</i>	73	0.18%	75	0.19%	75	0.19%	75	0.19%	75	0.19%
<p><i>Note: The percentages are calculated based on information from the Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis</i></p> <p>^a The baseline is an actual based on the total number of certificates awarded for New Staff Orientation and School Age New Staff Orientation last year. Annual targets are based on trends.</p> <p>^b The baseline is and actual based on the annual number of School Age Professional Credentials and CDA Assessment Fee Vouchers awarded last year. Annual target percentages consistent with targets in Chart (D)(2)(d)(1)</p> <p>^c Baseline data is based on the number of vouchers issued for each degree type with expected graduation date of 2013. Numbers for these levels for 2016 and 2017 are higher than numbers currently in the voucher system. With introduction of the Rising STARS Scholarship program students will no longer pay upfront for tuition costs and therefore anticipated that enrollment will</p>										

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
	#	%	#	%	#	%	#	%	#	%
<i>increase.</i> <i>By July 2016, enhancements to the Workforce Registry will provide Pennsylvania with the ability to verify Career Lattice Level attainment, progression along the career lattice, and track retention.</i>										

E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that—

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant (e.g., with funds available under Section 6111 or 6112 of ESEA).

Pennsylvania’s Rising STARS Agenda: Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies in order to better understand the status of children upon kindergarten entry.

Children with high needs who enter kindergarten socially, emotionally, physically, and intellectually ready to learn are much less likely to lag behind in academic achievement throughout their elementary school years and beyond; repeat grades or require academic remediation; drop out of high school; or become unemployed, in jail, or homeless as adults.

Many children arrive with the necessary foundation for success, and others lag behind in one or more critical domains: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development. National data indicates that anywhere from one quarter to one half of all children are unprepared for kindergarten because of family, social, health, and economic background. These children must be identified early and receive appropriate, effective intervention in order to catch up to their peers.

Each fall, a new class of 150,000 children enters kindergarten in Pennsylvania. Kindergarten readiness data for Pennsylvania is currently estimated based on district-specific readiness tools. Forty percent of districts (representing 39 percent of students) use a home-grown assessment to assess children at kindergarten registration based on letter and sound recognition, phonemic awareness, number sense, oral language, fine and gross motor skills, and listening skills as well as vision and health screenings. Twenty-five percent of districts (representing 22 percent of students) use an off-the-shelf assessment such as Ages and Stages, AIMSWeb, Bracken School Readiness Assessment, Brigance Early Childhood Screener, DIBELS, DIAL, PALS Pre-K, and Pearson's Early Screening Profiles. Thirteen percent (representing 12 percent of students) use a combination of home-grown and off-the-shelf assessments; twenty-two percent don't use an assessment.

Historically, Pennsylvania has lacked a consistent method by which to assess kindergarten readiness and report early student achievement across all school districts. This lack of a common tool makes it difficult to compare statewide data across districts, allocate and prioritize resources for early childhood programs, and inform policy, particularly in regard to closing the achievement gap.

Pennsylvania's commitment to improving outcomes for all children, specifically those with high needs, are the two main motivations behind the improvement of the current kindergarten readiness assessment process, which is referred to as the Kindergarten Entry Inventory (KEI). As Pennsylvania builds a high quality and an accountable system of early childhood programs, parents, teachers, and state administrators have expressed a need for information on the status of children's skills and abilities as they enter kindergarten.

Building on Success: Pennsylvania's Kindergarten Inventory Entry

In March of 2011, OCDEL convened stakeholder workgroups to develop recommendations for an instrument that could be used in a pilot study to determine the status of children as they enter kindergarten. In Pilot Year One, the workgroup developed the first version of the KEI – SELMA, an observation-based assessment consisting of 76 indicators in four domains: Social and Emotional Development, Language and Literacy Development, Mathematical Thinking and Expression, and Approaches to Learning. In April of 2011, 27 teachers piloted the tool in their

kindergarten classroom and completed a feedback survey. In the fall of 2011, 51 kindergarten teachers in seven school districts across the state assessed 1,000 children using SELMA. Analysis of pilot data and feedback suggested that SELMA was an internally reliable tool for collecting a snapshot of children's skills and abilities at kindergarten entry in four discrete domains of Pennsylvania's Learning Standards.

However, more evidence was needed to understand the instrument's utility and validity for making instructional decisions locally, and for evaluating the efficacy of early childhood programs statewide. Analysis of the data also suggested areas of needed improvement for training and support. Specifically, revisions and enhancements needed for English language learners in the two cognitive domains (language and math), and for children in half-day kindergarten classes in the two non-cognitive domains (social-emotional development and approaches to learning). In response OCDEL clarified training materials and developed alternative forms of evidence, which teachers could use, as needed for these two groups to more reliably identify student skills, knowledge, and abilities.

Based on pilot participant feedback and a statistical analysis of the reported outcomes, OCDEL changed the tool to:

- Include details specific to English Language Learners and children with special needs;
- Reduce the number of indicators to those most predictive of later school success;
- Move the reporting date to earlier in the school year (end of September/beginning of October) to provide a balance between conducting an authentic measure and providing a true snapshot of skills at kindergarten entry;
- Add an "unable to observe" category to capture skills which teachers do not have a chance to observe within the first few weeks of school or for children who would not be expected to exhibit a skill, due to a disability, for example; and
- Include a fifth domain to measure Health, Wellness and Physical Development. The addition of this domain provides a more comprehensive understanding of students' school readiness and looks at the independent factors of hunger, attendance, and wellness.

OCDEL contracted with the Central Susquehanna Intermediate Unit (CSIU) in July of 2012 to develop a web-based data system that allows for an easy collection of student outcomes. On a secure website, teachers log-in and enter both demographic information for each student in their kindergarten class and a skill level for each of the 34 indicators on the KEI. Training is provided through a series of asynchronous training modules that focus on specific aspects of the outcomes reporting and database usability. In addition, CSIU provides technical support via phone and email on an as-needed basis to all kindergarten teachers who are using the data system.

An expanded pilot was conducted in the fall of 2012 to field test and establish internal reliability of the revised tool. Sixty-six school districts (including cyber and charter schools) and 17 privately licensed kindergartens participated. OCDEL staff developed a webinar training module for kindergarten teachers and administrators on the administration and use of the KEI. This web-based pilot training covered the following: administration of the tool, identification and uses of sources of evidence (i.e. portfolio samples of student work, videos, photographs, and standardized- and curriculum-based assessment), practice administering and rating children using model scenarios, and a take home exercise to establish inter-rater reliability. Teachers submitted their reliability assignment to OCDEL. Teacher data was compared to a “gold standard” developed by a panel of developers, and reliabilities were calculated for teachers as the percent agreement. In order to meet reliability, teachers needed to have a score of 75 percent or above; 55 percent of teachers met reliability. Overall, inter-rater reliability was good in three of the five domains: social and emotional development (70.0 percent); language and literacy (84.3 percent); and mathematics (73.3 percent). The other two domains had low reliability: approaches to learning (60.5 percent) and health, wellness and physical development (54.2 percent).

A total of 219 teachers reported outcomes on 4,030 students (30 extended day, 3,339 full-day, and 661 half day) through use of the electronic database. Full-day teachers were asked to complete the KEI for all of their students; half-day teachers were given the option to report outcomes on one or both classes.

(E)(1)(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

Is aligned with the State’s Early Learning and Development Standards

Pennsylvania's work to gather information about the status of children at kindergarten entry is linked to the development of a continuum of early learning standards. These standards outline the state's expectations for children at significant age intervals and form the basis for an outcomes reporting tool that can be used to answer the question of what children know and are able to do when they enter kindergarten. The KEI is unique in that its foundation is Pennsylvania standards. Rather than reporting student progress on all of the Pennsylvania learning standards, 30 standards from five key learning areas were identified as salient indicators for determining kindergarten readiness, a predictor of later school success.

Covers All Essential Domains of School Readiness

The KEI is comprised of 34 indicators across five domains: Social and Emotional Development; English Language Arts; Mathematics; Approaches to Learning; Health, Wellness and Physical Development. Thirty items are scored with response categories of Unable to Observe, Not Yet Evident, Emerging, Evident, and Exceeds. Indicators progress based on a continuum of skill/concept development, and the response categories provide examples of specific observable behaviors to assist teachers in determining a skill level. The response categories of Emerging, Evident, and Exceeds are defined by the observable behavioral indicators listed within the tool. Not Yet Evident always reads the same "the child rarely or never exhibits the behaviors listed under the other scoring areas or needs significant support." A child would be given the skill level of Not Yet Evident if there has been opportunity to observe the behaviors yet the child does not exhibit the behaviors listed under Emerging, Evident and Exceeds. A child is given the skill level of Unable to Observe if the teacher has had the opportunity to look for this skill. The remaining four items are scored with response categories of Never, Rarely, Sometimes, Often, Always, and Don't Know. These four items assess the frequency with which students arrive at school over or underdressed, too tired or sick to do school work, hungry, or late. A copy of the Pennsylvania Kindergarten Entry Inventory tool has been included in Appendix CC.

(E)(1)(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

Is Valid

OCDEL will post a Request for Proposals in the spring of 2014 to seek national experts to conduct a validation study of the KEI. A contract will be created with a selected national expert to develop and implement a validation study to take place during the 2014-2015 school year. Data will be analyzed and reported to OCDEL in January 2015. OCDEL, along with national experts, will review data and determine next steps in refining the KEI as deemed appropriate. OCDEL will make refinements to the KEI based on recommendations of the validation study. Depending on the extent of change to the KEI, it may be necessary to pilot the revised KEI. In addition, CSIU will need to make refinements to the database based on the findings of the validation study.

Is Reliable

A full statistical analysis has already been conducted using extensive data from previous deployments. Results from this analysis demonstrated that the 30 indicators show high levels of internal reliability. Cronbach's alpha, the standard measure of internal reliability for survey analysis, ranges from 0 to 1, with 1 representing perfect internal consistency. For all items (constructs), Cronbach's alpha = 0.969. Within the five constructs, Cronbach's alpha also demonstrates high internal consistency. (For more information, refer Appendix DD).

Is Appropriate for the Purpose for Which It Will Be Used

The KEI is intended to be used by kindergarten teachers to record a student's demonstration of skills within the first 45 days of the kindergarten year. It also serves as an indicator of individual student needs in the cognitive and non-cognitive key learning areas of: social and emotional development; language and literacy; mathematics; approaches to learning; and health, wellness and physical development. This tool will serve to report to parents, guide teacher instruction, and inform policy by providing a picture of student outcomes upon entry into the kindergarten classroom and across the commonwealth. The KEI is an observational snapshot of children entering kindergarten and is not designed to be administered in pull-out sessions, used as an assessment of children, or for placement of children. It will not be used as a screening tool or to deny or exclude children access/entry to kindergarten. The KEI is also not a diagnostic tool and therefore, cannot be used to place a child into a program, class or special education. It is also a supplement to existing assessments designed as diagnostic or screening tools.

Special Populations (including English learners and children with disabilities)

The KEI captures information regarding a child's Individualized Education Plan and 504 status. Accommodations for children with special needs are permissible and expected as teachers complete the KEI. This includes children with culturally and linguistically diverse needs. Additionally, the KEI also captures information about the English language proficiency level determined through administration of the World Class Instructional Design and Assessment Measure of Developing English Language, a nationally-recognized assessment tool built on the principles of language development, which assesses student progress in English language acquisition.

Every page of the KEI includes this notation: 'Students receiving accommodations provided as part of his or her Individualized Education Plan or 504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.' The use of native language is encouraged and the following notation is included in the Conventions of English Language item: 'English Language Learners/Dual Language Learners should be scored on their English proficiency.'

(E)(1)(c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

Building on Our Success: Pilot Year Three

A third pilot of the KEI is currently being conducted in the fall of 2013. Currently, 116 teachers from 37 school districts, four charter schools, and two privately licensed kindergarten programs are participating. OCDEL staff developed an introductory webinar training module for kindergarten teachers and administrators on the administration and use of the KEI. This webinar was recorded on June 3, 2013; teachers were required to preview the webinar any time prior to the second webinar. A second webinar training module for kindergarten teachers and administrators on scoring and skill practice was offered eight times during the month of July; this webinar was also recorded and available to teachers for preview on their own time. Following the second webinar, teachers who remained interested in participating in the pilot completed a reliability assignment. The assignment consisted of two separate student portfolios and teachers

reported their results in an online survey. Analysis of the reliability assignment found that all teachers met the threshold necessary to be considered a proficient user.

Student outcomes are currently being reported through the use of the web-based data system within the first 45 days of the school year. OCDEL will be working with CSIU to create a series of reports that can be:

- Used by teachers to inform and adapt instruction;
- Shared with families to engage them in goal planning; and
- Shared with administrators and community stakeholders.

Following the end of this year's pilot, teachers and administrators will be involved in an extensive feedback sharing session that will help to determine how to attain teacher buy-in for a statewide roll out in 2014. Incentivizing strategies will be part of the feedback sharing.

Targeted Expansion

We know that the implementation of a Kindergarten Entry Assessment has been instrumental in improving child performance outcomes in school districts across the country and so we are proposing a phased deployment of the KEI that targets the highest need communities in Pennsylvania. Therefore, the first expansion is directed to include Title I schools designated in Focus and Priority status under ESEA will use the tool beginning in the 2014-15 school year as part of their planning process.

As part of the implementation, technical assistance and training will be provided to build capacity to optimally use the KEI. An intensive training and coaching plan will be developed for all Focus and Priority schools using the KEI. This will include an introductory webinar, face-to-face scoring and skill practice sessions, and follow-up visits for coaching, training, and documentation. At the end of the data collection period, teachers and administrators will participate in focus groups to assess areas for improvement for the KEI system.

In addition, OCDEL will develop and implement a large scale marketing and engagement campaign to begin in spring 2014. A PENN*LINK will be disseminated to invite all Pennsylvania school districts to participate in the 2014-2015 roll-out of the KEI. PENN*LINK is

the official electronic mail service for the Pennsylvania Department of Education. Originally established in 1986 and now fully integrated with the Internet, PENN*LINK manages the delivery of e-mail among the Department of Education and Local Education Agencies, including both public and charter schools. All private licensed kindergartens will receive a KEI invitation through email.

OCDEL will utilize various organizations across the state to advocate for the use of the KEI within schools. A coalition led by the United Way of Greater Philadelphia and Southern New Jersey received a multi-year grant from the Robert Wood Johnson Foundation to undertake a campaign supporting adoption of the KEI in Pennsylvania and its use in Southeastern Pennsylvania (Bucks, Chester, Delaware, Montgomery, and Philadelphia counties). These five counties account for 32 percent of public school students in the state and include the largest district – the School District of Philadelphia – with more than 200,000 students, as well as a number of other large districts. Additional coalition members include Delaware Valley Association for the Education of Young Children, Economy League of Greater Philadelphia, Public Citizens for Children and Youth, and Public Health Management Corporation. The coalition is partnering with OCDEL on a number of efforts aimed at encouraging adoption of the KEI. Specific activities include convening local school districts and early childhood education providers to inform them about the purpose, value and administration of the KEI; surveying school districts to better understand current assessment practices and identify needs; and interviewing teachers about their experiences using the KEI in previous pilots. In addition to these activities, the United Way is exploring a plan to support training teachers to administer the assessment and effectively use KEI outcomes for instruction and planning. The campaign strategy also involves building a broad-based coalition beyond the school community to support the use of the KEI in Pennsylvania. The partnership intends to work with business, early childhood providers, and parent communities to strengthen awareness of the value of a standardized assessment and advocate for using the KEI to illustrate the value of high quality early childhood education and ultimately, to improve student outcomes. While the coalition's work is limited to this region, it has the potential to impact nearly one third of Pennsylvania public school students. In addition, its work can serve as a model for similar campaigns in other parts of the state.

In addition, OCDEL will rally the support and develop rapport with Parent Teacher Associations and teacher unions across the state. OCDEL is participating in all webinars and professional development relating to development, use, and lessons learned from other states. OCDEL will continue to reach out to states that have a strong history in Kindergarten Entry Assessment implementation in an effort to learn from their mistakes and triumphs.

Pennsylvania will offer all districts universal access to this critical infrastructural investment statewide by 2016.

Updates and modifications to the KEI system

Through a four-year strategy, OCDEL will work to assess and improve the existing KEI system. OCDEL will utilize feedback from the focus groups and the results from the validation study to complete the following activities:

- Complete technical and functional enhancements for high-priority system enhancements to the data system. This includes linkages to materials and resources found on Pennsylvania's Standards Aligned System (SAS) portal;
- Produce materials that can be used in the kindergarten classroom to support the implementation of the KEI;
- Design training programs. This includes building computer-based training and other self-service modules including a blend of classroom and/or live training; and
- Create a family engagement component to better inform parents about their children's status and involve them in decisions about their children's education. This includes collecting information from parents about their children's early childhood experiences.

(E)(1)(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

Is reported to the Statewide Longitudinal Data System

Pennsylvania uses the Pennsylvania Information Management System to manage student, teacher, and school level K-12 information. The Pennsylvania Information Management System, PELICAN, and certain data sets related to higher education are linked in the Statewide

Longitudinal Data System (SLDS) to collect child service and outcome information for students from birth to 20. Kindergarten child outcomes are linked to the PELICAN Early Learning Network through the SLDS virtual bridge. The Pennsylvania Information Management System – Early Learning Network virtual bridge is deployed via a Cognos Framework, which securely draws data from the Pennsylvania Information Management System database and from the Early Learning Network tables in the Department of Public Welfare Enterprise Data Warehouse, using the Pennsylvania Department of Education child identifier and the Pennsylvania Department of Education staff identifier to link the student and staff data respectively across the two systems. The Cognos Framework provides secure ad hoc querying and reporting capability. The framework is accessible via Pennsylvania Department of Education’s existing Cognos environment. The bridge is illustrated in Figure 3.1 below.

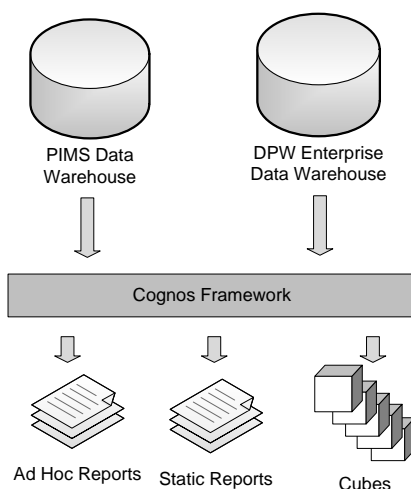


Figure 3.1: Pennsylvania Information Management System – Early Learning Network Bridge

Leveraging the SLDS, the KEI will be used at the state level to conduct early childhood program evaluation and determine mediating contextual factors that can impact early learning.

Is reported to the early learning data system

Users of the PELICAN ELN/Pre-K Counts system are able to download a collection of Child Longitudinal Outcomes Reports that display aggregate outcomes data for children who were previously enrolled with early childhood education programs or providers that participate in the Early Learning Network. Participating providers include those participating in Pennsylvania Pre-

K Counts, Head Start, School District Prekindergarten and Keystone STARS 3 and 4. These reports enable providers to view aggregate data for children who have formerly attended their early learning programs, with options to display KEI proficiencies for children in kindergarten, PSSA data for children completing grade three, percent of population with IEPs for children from kindergarten through grade three, and grade retention for children from kindergarten through grade three. These reports enable providers to make comparisons at the program, school district, county and state levels. Users are able to view information by Lead Agency and Location and make comparisons to data at the school district, county and state level. OCDEL started the process of including KEI data into the SLDS in the summer of 2013.

(E)(1)(e) Is funded, in significant part, with Federal or State resources other than those available under this grant (e.g., with funds available under Section 6111 or 6112 of ESEA).

Using existing state and federal funding resources, Pennsylvania has already developed and implemented the KEI which is available at no cost to school districts today. As outlined in our High-Quality Plan below, RTT-ELC funding will be directed to systemic (one-time) and sustainable investments and not to development or deployment of the system. Specifically, this funding will be used in the development of training and other one-time investments that build capacity within the school districts to use the KEI. Additional investments from the RTT-ELC will be used for validation and improving reporting capacities. Overall, only 4% of total RTT-ELC funds are being directed to this project while existing federal and state funds will largely support the on-going staffing and system development and maintenance costs.

(E)(1) High-Quality Plan

Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies.

Key Goals:

Pennsylvania's RTT-ELC strategy will achieve the following results:

- a. The Kindergarten Entry Inventory will be universally available to all districts by 2016.
- b. A validation study of Pennsylvania's Kindergarten Entry Inventory will be conducted and will be refined as appropriate.

- c. Data from the Kindergarten Entry Inventory will be used to compare outcomes across districts, allocate and prioritize resources for early childhood programs, and inform policy, particularly in regard to closing the achievement gap.

(b) Activity Summary and Rationale:

- a. By continued implementation scale-up, enhancements and marketing of the Kindergarten Entry Inventory, Pennsylvania will be able to increase the availability of information on children's readiness upon entering kindergarten.
- b. In the interest of providing the most effective tools available to early learning and development providers, a validation study and focus groups on potential areas of improvement will be conducted.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Implement the Kindergarten Entry Inventory (KEI) to target school districts (Pilot Year 3).	8/1/13	5	12/31/13	KEI implemented in target school districts.
2	Complete technical and functional enhancements to KEI data system (including classroom reports)	10/1/13	3	12/31/13	Enhancements complete.
3	Implement policies that mandate all Priority and Focus Schools adopt the KEI tool.	2/1/14	2	3/31/14	Policies implemented.
4	Convene focus groups (including Pilot Year 3 teachers and school district stakeholders) to assess areas for improvement for the KEI system.	1/1/14	3	3/31/14	Focus groups convened.
5	Complete technical and functional enhancements for high priority system enhancements to KEI data system.	1/1/14	6	6/30/14	Enhancements complete.
6	Design marketing campaign to encourage school district adoption and use of the KEI system.	3/1/14	46	8/31/17	Marketing campaign designed.
7	Design training programs and produce materials for the KEI system. This includes building computer-based training and	3/1/14	15	5/31/15	Training and materials produced.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	other self-service modules including a blend of classroom or live training.				
8	Enhance technical assistance capacity to support school districts in using the assessment.	3/1/14	10	12/31/14	Technical assistance capacity enhanced.
9	Identify and select a qualified contractor to perform a validation study on the KEI.	5/1/14	2	6/30/14	Contractor selected.
10	Perform the KEI Validation Study.	7/1/14	7	1/31/15	Study performed.
11	Formally expand the KEI to Focus and Priority Schools	8/1/14	5	12/31/14	KEI expanded.
12	Launch training programs with a focus on Cohort 1 (Focus and Priority Schools)	6/1/14	7	12/31/14	Training programs are launched.
13	Convene focus groups (including Cohort 1 teachers and school district stakeholders) to assess areas for improvement for the KEI system.	1/1/15	3	3/31/15	Focus groups convened.
14	Complete technical and functional enhancements to KEI system	1/1/15	6	6/30/15	Enhancements completed.
15	Customize marketing and training programs for statewide release.	6/1/15	3	8/31/15	Marketing and training programs customized.
16	Launch statewide technical assistance and training supports for the statewide deployment of the KEI.	8/1/15	29	12/31/17	Technical assistance and training supports launched.
17	Continue expanding the KEI (Cohort 2) to additional schools	8/1/15	5	12/31/15	KEI expanded.
18	Convene focus groups (including Cohort 2 teachers and school district stakeholders) to assess areas for improvement for the KEI system.	1/1/16	3	3/31/16	Focus groups convened.
19	Complete technical and functional enhancements to KEI system	2/1/16	5	6/30/16	Enhancements completed.
20	Continue expanding the KEI (Cohort 3) to additional schools	8/1/16	5	12/31/16	KEI expanded.
21	Convene focus groups (including	1/1/17	3	3/31/17	Focus groups

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
	Cohort 3 teachers and school district stakeholders) to assess areas for improvement for the KEI system.				convened.
22	Prioritize and implement systemic changes and improvements.	1/1/17	6	6/30/17	Systemic changes implemented.

(d) Responsible Party

- a. OCDEL will work closely with staff in the Pennsylvania Department of Education. Activities will be managed within OCDEL's Finance, Administration, and Planning Unit, as well as the Bureau of Early Learning Services, with support from staff in the Department of Education.

(e) Funding Narrative:

- a. The total budget for this project is \$10,231,000 with only \$2,168,500 requested directly from the RTT-ELC grant.
- b. As specifically stated, the RTT-ELC funding is only used to refine the KEI and provide training and support. Long term costs will be sustained by existing state and federal sources of funding.

(f) Supporting Evidence:

- a. Pennsylvania Kindergarten Entry Inventory (Appendix CC)
- b. 2012 KEI Pilot Report (Appendix DD)

(g) Focus on Children with High Needs:

- a. The phased deployment plan targets Focus and Priority Schools which have the highest concentration of Children with High Needs in Pennsylvania.
- b. The KEI offers teachers a robust tool to help identify a child's strengths and gaps in current proficiency. The use of this tool will benefit Children with High Needs specifically because it will help teachers recognize, and then address, the specific gaps of these children.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making and to share with parents and other community stakeholders; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Pennsylvania’s Rising STARS Agenda: Measure outcomes to improve instruction, practices, services and policies through data system enhancements.

For more than a decade, Pennsylvania has been at the forefront of outcomes-based early childhood education. Pennsylvania continues to use early childhood outcomes to guide improvement. As part of this application, Pennsylvania proposes to develop and share new tools for families, teachers, community leaders, and policy-makers. Pennsylvania will not expand the collection of child data fields and in accordance with the Family Educational Rights and Privacy Act will not collect personal family data due to the implementation of this Race to the Top – Early Learning Challenge grant.

The tools will convert raw data to timely and actionable information that promotes kindergarten readiness and positive outcomes for children, especially children with high needs.

Pennsylvania’s achievements are the result of bold vision and more than 10 years of ongoing commitment. Systems development began in 2002 while Pennsylvania’s early childhood information systems were decentralized and reliant on antiquated technology and manual reporting with no real-time information. Legacy information systems used disparate practices which led to autonomous program management, limited controls, and service delivery barriers.

The original intent for developing a single integrated system for all early childhood programs was to centralize program data and allow administrators to effectively and systemically manage programs that serve children and their families.

The following timeline highlights major initiatives of our implementation strategy.

Date	Initiative	Outcome
2002	Provider Management	Established a centralized repository for all early learning and development providers and automated provider and resource and referral management.
2003 to 2004	Enrollment & Financial Management	Centralized and automated child care subsidy enrollments, payments, funds management, reporting, and waiting list management.
2005 to 2006	Case Management & Eligibility Determination	Integrated and automated child care subsidy eligibility determination for the following programs: Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), General Assistance, Low Income and Former TANF.
	Business Intelligence & Reporting	Created a data warehouse containing fiscal, performance and statistical data and reports as well as an executive dashboard of child care subsidy metrics.
2007	Pennsylvania Pre-K Counts	Established a central data repository and program management/monitoring tool for all 3-4 year old children participating in the state pre-kindergarten program.
2008	Provider Certification	Automated the regulated child care provider certification process, which includes tracking inspections, complaints, plans of correction, correspondences, reports and issuing certificates.
	Client Self Service & Online Provider Search	Enables citizens to perform self-screenings, apply for benefits and perform redetermination and directly access information about early learning programs and providers offering services in their communities.
	Provider Self Service	Allows access to a self-service portal for existing regulated child care providers to apply for renewal of state licensure or certification; prospective regulated child care providers to apply for licensure or certification; and for all early learning programs and providers to update their own environmental and/or demographic information at their convenience.
2009	Keys to Quality	Enabled automated maintenance of quality rating information for child care providers and supported the administration and monitoring of the state TQRIS.
	Online Provider Search Expansion	Expanded volume of information for Pennsylvania's early learning programs and providers that are available for public use in the online search tool.
2009 to 2010	Early Intervention	Automated the assessment, service plan, and financial management for the Early Intervention Infant/Toddler & Pre-School programs.
	Keys to Quality Phase 2	Expanded the TQRIS data system to include Technical Assistance and made other modification to increase quality and access to data.
	Early Learning Network (ELN)	Enabled Pennsylvania to better understand the children served by providing a platform for collecting, tracking, and analyzing information about children, classrooms, staff and providers across all program types.

Date	Initiative	Outcome
2010	Ad Hoc Reporting	Refined OCDEL's data analysis solution to support increased efficiency, flexibility and capacity for responding to departmental, legislative, and right-to-know questions or requests.
2011	Enhanced Provider Self-Service and Child Care Works	Enabled subsidized child care providers to manage their monthly attendance invoices electronically and to support regional staff review and approval/rejection of provider invoice updates.
	ELN Expansion & Modifications/Reports	Enhanced system functionality to support additional programs, increase flexibility, and add new users to the ELN system and expanded grant functionality; added new reports for ELN users.
	Statewide Longitudinal Data System Virtual Bridge	Established a link between OCDEL's early childhood education data warehouse and K-12 data warehouse.
2012	Head Start Reporting	Created a mechanism to receive and manage child-level enrollment data from external data systems such as federally-funded Head Start and Early Head Start but also licensed nurseries and others.
	Longitudinal Child Outcomes Reporting	Established secure access for providers to a report that includes aggregate information about the third grade outcomes for children that they served in comparison to other children at county, school district and state levels. Leverages the state longitudinal data system to provide longitudinal outcomes specific to an individual provider.
	Child Outcomes Reporting	Refined the process of capturing, managing and reporting on child assessment information and gave providers greater choice in selecting assessment vendors.
	Keys to Quality Expansion	Expanded the types of providers and programs that can participate in the Keystone STARS quality rating system.
2013	Head Start Financial Management	Developed mechanisms to streamline fiscal management and monitoring of grantees participating in the Head Start State Supplemental Assistance Program.
	Child Longitudinal Outcomes Reporting	Enhanced and expanded the reports used to compare aggregate outcomes by provider location to include the Kindergarten Entry Inventory. Additional aggregate data includes child outcomes comparisons.

Current Developments:

- **Child Longitudinal Outcomes Reporting:** Expanding the longitudinal reporting options for legislators, providers and community by enabling the ability to review aggregate data by Pennsylvania state legislative district.
- **Provider Self Service Enhancements:** First in a series of three phases for refining the providers' user experience. The first phase will focus on the user registration and login processes.
- **Workforce Registry Data Extracts:** Early childhood education provider and program data will be incorporated into a new workforce registry and learning management system.

Workforce data from the registry will be linked to OCDEL's early childhood data using the ad hoc reporting tools. Pennsylvania will be able to more completely analyze the impacts of its early learning programs with the addition of workforce data for individuals who are not actively involved in an OCDEL program.

- **Child Care Works, Online Provider Search, and Provider Self Service Refinements:**

As part of a technology upgrade, modifications are being made to discontinue use of the resource and referral functionality that was originally created in 2002. All resource and referral activities will be maintained within Online Provider Search. In addition, modifications to Provider Self Service will give regulated child care providers access to enter their own private pay rates. OCDEL will be able to extract the rates for use as part of ongoing market rate analyses.

Pennsylvania's Early Childhood Data System

The assembly of management information systems used for monitoring and accountability purposes is referred to as PELICAN. Personally identifiable information contained in PELICAN is delinked from service information and outcomes so it remains confidential. Information in the data warehouse cannot be used to identify an individual child or family and is not shared with outside entities. Data in the early childhood systems is protected by the same security protocols as other programs in the state such as Medical Assistance and Income Maintenance. These protocols require secure and encrypted servers that are tested for vulnerabilities, unique user names with strong passwords, and different user roles that are assigned specific security levels and access. In addition, publicly released data is only reported at an aggregate level, with masked counts below 10, so that families and children can never be recognized.

PELICAN is a highly integrated information system – linking data both within OCDEL and across state agencies within Pennsylvania. PELICAN uses a number of enterprise systems to uniquely identify and track consumers, providers and educators using standard data structures, data formats and data definitions. The enterprise systems include the following:

- Master Client Index (MCI) – to assign a unique identifier for all consumers within the Pennsylvania Departments of Public Welfare, Insurance and Aging.

- Pennsylvania Secure ID (PA SID) – to assign a unique identifier for all children participating in OCDEL programs and children in school from kindergarten through postsecondary education within the Pennsylvania Department of Education.
- Master Provider Index (MPI) – to assign a unique identifier for all provider legal entities and physical locations within the Pennsylvania Department of Public Welfare.
- Pennsylvania Professional ID (PPID) – to assign a unique identifier for all early childhood and K-12 educators within OCDEL’s early learning programs and the Pennsylvania Department of Education.

OCDEL has established a formal governance structure to manage the following: compliance with privacy requirements, oversight of data usage and reporting, management of change control processes, and prioritization of routine maintenance. The governance structure consists of an executive level steering team, bureau level project team and program-level sub-project teams. Executives participating in the steering team include individuals from OCDEL, the Pennsylvania Office of Administration/Department of Public Welfare’s Bureau of Information Systems as the Pennsylvania Department of Education. Project team members include Bureau of Information Systems and OCDEL bureau directors and managers. OCDEL supervisors and other program/policy staff participate in the sub-project teams.

The enterprise systems assure standardization in the assignment of unique identifiers for each of the demographic groups. These systems also standardize the collection of a minimum set of demographics by defining what information is mandatory and the manner in which it is captured and stored.

PELICAN also has links to other systems within the Department of Public Welfare. These systems include the following:

- Common Point of Access to Social Services (COMPASS) – to enable consumers to obtain, through an online system, complete information on specific Pennsylvania health and human service programs or benefits available; OCDEL program consumers – current or potential – learn if they may qualify for and/or apply for child care benefits.
- Client Information System (CIS) – to share consumer case information following eligibility determination for state cash assistance, Temporary Assistance for Needy

Families or Supplemental Nutrition Assistance Program when a consumer requires or requests subsidized child care; communications occur back and forth between PELICAN Child Care Works (CCW) and CIS.

- Provider Reimbursement and Operations Management Information System (PROMISE) – to enable PELICAN Early Intervention payment processing, currently for children birth to 3 years old.

These DPW systems enable specific PELICAN systems access for sharing and using information from other program offices. Sharing systems and data through a Service Orientated Architecture (SOA) minimizes the duplication of data collection and storage. Statewide efforts to minimize duplication produce multiple benefits – both for Pennsylvania and its citizens.

In 2007, the Child Care Information Services (CCIS), administering the subsidized child care program for OCDEL, assumed responsibility for all child care enrollment services, including those formerly completed by the Office of Income Maintenance for clients receiving state cash assistance, Temporary Assistance for Needy Families or Supplemental Nutrition Assistance Program. This “unification” of services allowed for a single, fully-coordinated child care subsidy and resource and referral system. Unification resulted in: a). \$42 million in savings during the first year; b). more children attending high quality child care programs due to the high quality referral system; and c). increased accountability for public dollars due to payments being processed to the provider rather than the parent, and the creation of a more integrated computerized system to better manage funds and waiting lists.

PELICAN has increased the efficiency of state programs and minimizes the potential for fraud, waste, and abuse by standardizing and automating activities such as eligibility determination, provider payment, receiving and tracking complaints against child care providers, maintaining waiting lists for services, and tracking grants and budgets. Without PELICAN, OCDEL could not maintain the strong program management, accountability and monitoring that occurs today.

The result of more than ten years of continued system development and maintenance is a secure and unified system that has enabled:

- 1). Reduction in time and effort for the creation of federal, statewide, local, and management reports;

- 2). Reduction in manual and/or redundant processes within and across offices;
- 3). Real time analysis allowing for monitoring and reallocating of service dollars to move children off the waiting list and maximize the number of children served; and
- 4). Consistent application of policies, notification, and business practices.

PELICAN systems were also developed with the intent of driving quality improvement efforts at the local and state level. Pennsylvania has a comprehensive early childhood system of assessment, which is integrated into the state's unified data system, PELICAN Early Learning Network (ELN). PELICAN ELN integrates financial, program, teacher, and family and child information. PELICAN ELN is a national model, allowing OCDEL to manage its finances more effectively by targeting resources to those programs and services that bring about good progress while considering individual circumstances and demographics that may also may impact results.

PELICAN ELN securely collects information about children, teachers and programs overseen by OCDEL, including children's family demographics, health information, service referrals, attendance and enrollment details, and a unique child identifier common to both state public welfare and education data systems. PELICAN ELN also includes program and workforce data such as teacher qualifications, benefits and turnover rates; classroom quality rating scores; and a unique provider identifier, which is the same teacher identifier system used by other state systems. Child developmental outcomes come from the assessment data systems that electronically send data to PELICAN ELN.

PELICAN ELN will continue to collect outcomes on children participating in OCDEL programs and providing OCDEL the ability to report information in the aggregate related to the following objectives:

- To determine if Pennsylvania's children are on track to succeed when they enter school and beyond;
- To determine the components of effective early education programs and under what circumstances they are making a difference in school readiness and long term academic achievement;
- To understand how financial resource levels relate to child outcomes;
- To meet state and federal reporting requirements related to child progress;

- To compare the quality of programs serving similar types of children on ability to enhance child progress and to understand which components of quality are most effective and why;
- To measure the preparedness of the early childhood education workforce to provide effective education and to tailor professional development and technical assistance to address the most pressing early learning needs; and
- To understand how program factors work together to impact children.

Pennsylvania has demonstrated funding commitment to maintaining systems and has partnered with private entities. Pennsylvania annually commits nearly \$22 million to the PELICAN early learning data systems for Subsidized Child Care, Early Intervention, Pennsylvania Pre-K Counts, Keys to Quality, Online Provider Search, Provider Self-Service, Regulated Child Care Certification, and Early Learning Network. Approximately \$13 million is invested from Temporary Assistance for Needy Families Block Grant, Child Care Development Fund Block Grant, and Medical Assistance Information Technology funding. The state share is approximately \$8 million. Additional funds of up to \$4 million per year over each of the past four years were invested using state longitudinal data system grant funds. The funding is used to support ongoing system maintenance, system enhancements, and new information technology initiatives. Over the past three years, priority has been given to refining the PELICAN Early Learning Network, expanding reporting capabilities for providers and enhancing the state longitudinal data system.

To date, OCDEL has provided technical support to at least nine states (AL, CO, GA, LA, MD, NY, OK, RI, and WA) to share our experiences and models of system governance, development, and design. Pennsylvania has provided information about our state data systems at national conferences and face-to-face meetings with states. Our vision is to continue to partner with states at varying levels of system maturity to collectively improve.

Goals for Enhancing an Early Learning Data System

Pennsylvania's key goal for improving its early learning data system is to offer timely, usable information that promotes child development and learning for all children, especially those who are high need. Our vision is that by doing so the state will promote quality improvement and build demand for quality as teachers and families make informed decisions about ways they can

support children and offer the best learning opportunities both in and out of the home. Pennsylvania will not expand the collection of child data fields and in accordance with the Family Educational Rights and Privacy Act will not collect personal family data due to the implementation of this Race to the Top – Early Learning Challenge grant.

Drawing on the full resources of Pennsylvania’s data system, OCDEL will develop and implement tools for families, the public, practitioners, and policy-makers. Development of provider and community reports and dashboards will be completed by the end of the RTT-ELC grant period and will boost the ongoing sustainability of quality programming. This information will be available to early childhood educators, parents, program administrators and other community stakeholders. The reports and dashboards will provide them with real time data for continuous improvement and decision making in order to better meet the needs of all children, particularly those with high needs, in compliance with the Family Educational Rights and Privacy Act.

Key Activities/Next Steps for Enhancing an Early Learning Data System

1. Dashboards and Reports for Providers, Educators and the Community

OCDEL will expand the tools available to providers, early childhood educators and the general community to be able to manage their programs and use available resources effectively and efficiently. Pennsylvania recognizes that the school readiness of children is directly influenced by the information available to those individuals and organizations most closely serving children, particularly those with high needs. The dashboards and reports will provide aggregate information that is easily viewable and understandable.

Once fully implemented, this initiative will meet multiple critical early learning objectives for all of Pennsylvania. These objectives include: a) provide information to guide directors and early childhood educators in instruction and continuous program improvement; b) increase retention and improve early educator quality by supporting the workforce with professional development and incentives among other opportunities; c) engage in local planning and development such as increasing the accessibility of quality early educators to Children with High Needs in their community; and d) provide the state with the tools to identify the areas of “unmet” needs to serve the high risk children enrolled in early learning programs.

2. *Mobility Enhancements*

OCDEL will improve accessibility to information, reports and data systems through mobile-friendly tools and design. National trends indicate a rapidly growing trend in the use of mobile technology such as smart phones and tablets. In addition, analysis of PELICAN Early Intervention system users also shows an increase in the volume of individuals using mobile devices to access and navigate through the system. In response to these trends and in order to ensure easy, timely access to the PELICAN systems and reporting, OCDEL recognizes the need to create mobile-friendly access for all users, including parents, early childhood educators, providers, policymakers and other community stakeholders.

Mobile-friendly web-design enhancements will be made to the public-facing and provider-accessible PELICAN systems which include the following: Early Learning Network, Keys to Quality, Online Provider Search, Pre-K Counts, and Provider Self Service.

3. *Improve System Accessibility and Data Entry Processes*

OCDEL will implement targeted system enhancements in order to expand system accessibility and to improve the data entry processes for key PELICAN systems.

The public-facing Online Provider Search functionality will be expanded to incorporate greater focus on high quality early childhood education programs and providers. Additional provider and program-specific information will be added for those that participate in the PELICAN Early Learning Network.

In addition, all parent/guardian and provider correspondences will be available in both Spanish and English for participants in the subsidized child care program. Based on the parent and provider preferred language for correspondences, PELICAN Child Care Works will automatically select and generate correspondences in the appropriate language (English or Spanish). Flexibility will be incorporated to permit correspondences to be made available in additional languages as deemed necessary.

For PELICAN system users, data file upload functionality will be designed and created for providers and grantees. Specifically for PELICAN Child Care Works, subsidized child care providers will be able to – via a secure process and using a standard file format – upload child-level attendance data each month by provider location eliminating duplicative data entry. This

will eliminate the need for dual data entry by providers. For PELICAN Pre-K Counts and Early Learning Network, participating providers and grantees will have the ability to – via a secure process and using a standard file format – upload information about classrooms, early childhood educators and children by provider location.

In addition, the state longitudinal data system (SLDS) will be improved to include all children participating in an OCDEL-funded program. Currently, the SLDS does not encompass children who are participating only in subsidized child care services or enrolled with an early learning program or provider that has a Keystone STARS 1 designation. Improvement of the SLDS will enable OCDEL to create more accurate reporting and guidance for early learning program directors, staff and educators.

(E)(2) High-Quality Plan

Measure outcomes to improve instruction, practices, services and policies through data system enhancements

(a) Key Goals:

Pennsylvania’s RTT-ELC strategy will achieve the following results:

- a. Pennsylvania will expand the tools that are available for providers, early childhood educators and the general community.
- b. Pennsylvania will also improve accessibility to information, reports and data systems through mobile-friendly tools and design.
- c. Through targeted system enhancements, Pennsylvania will expand system accessibility and improve data entry processes.

(b) Activity Summary and Rationale:

- a. Building upon proven and highly effective data systems architecture, Pennsylvania will invest in improving access, quality of data reporting, and the linkage of critical systems in an effort to better serve Children with High Needs.
- b. The activities within the High-Quality Plan are logically sequenced to directly support the objectives and goals of Pennsylvania’s RTT-ELC grant proposal.

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
---------	----------------------	-------	-------------------	--------	---------------

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Professional services to improve the data set included in the State Longitudinal Data System to include all children participating in an OCDEL-funded program – i.e. Child Care Works and Keystone STARS providers and programs with 1 STAR.	7/1/14	12	6/30/15	Early Childhood Data System enhanced.
2	Design and implement Spanish correspondence for Child Care Works better information.	7/1/15	12	6/30/16	Spanish correspondence implemented.
3	Design enhancements to Online Provider/Program Search functions to improve accessibility for parents.	7/1/14	24	6/30/15	Online Provider/Program Search enhancements designed.
4	Design and expand PELICAN reporting capabilities; including building dashboards for provider and community (SLDS reports).	7/1/14	42	12/31/17	PELICAN reporting capabilities expanded.
5	Design mobility tools designed to improve access for families. This includes mobile-friendly web design for PKC, ELN, Online Provider Search, etc.	1/1/16	24	12/31/17	Mobility tools designed.
6	Design and implement data upload functionality for providers and grantees designed to streamline data management. Specifically designed to improve the PELICAN Child Care Works for Online Attendance Invoices/Tracking and the PELICAN Early Learning Network child enrollments	1/1/16	24	12/31/17	Data upload functionality implemented.
7	Implement changes to the Workforce registry system to improve accessibility and data reporting.	1/1/15	10-12 mos.	12/31/16	Workforce registry system changes implemented.

(d) Responsible Party

- a. The Department of Public Welfare Bureau of Information Systems will continue oversight and management of the information technology and related systems' enhancements in coordination with OCDEL staff.
- b. As needed, the Department of Public Welfare will coordinate with information technology staff in the Department of Education.
- c. Pennsylvania Key staff will provide oversight and management of the workforce registry system changes in coordination with OCDEL staff.

(e) Funding Narrative:

- a. The total budget for this project is \$14,337,500 with \$9,500,000 requested directly from the RTT-ELC grant.
- b. These system investments directly support the over-arching objectives outlined in the RTT-ELC grant and will produce a long-term return for the state in terms of using data as a foundation for continuous quality improvement. This investment will have a long term impact as it will help ensure future financial investments are better informed through accurate and relevant data.
- c. The strategy focuses on the implementation of one-time systemic investments that will be sustained through other funding sources beyond the term of the RTT-ELC grant.

(f) Supporting Evidence:

- a. N/A

(g) Focus on Children with High Needs:

- a. Leveraging the existing robust system architecture, Pennsylvania will invest in projects that focus on improving access for families and communities with high needs. The investment in mobile platforms, improved user interfaces, and easy to use reporting capabilities will allow families, providers, and community advocates access to useful and timely information.
- b. In addition, systemic improvements in linking systems and improving reporting will better inform policy and investment decisions. The ability to assess and continuously improve is fundamentally dependent upon the effective use of data which is the principle intention of the High-Quality Plan.

COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success._

Pennsylvania's RTT-ELC application comprehensively and coherently addresses how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

Priority 2: Competitive Preference Priority -- Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.

Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will meet this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30th of the fourth year of the grant--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

There are two types of Early Learning and Development programs in Pennsylvania that care for children and charge a fee. The first is Licensed, Private Academic Nursery Schools, which are regulated by the Pennsylvania Department of Education. The second is child care. In

Pennsylvania, the current licensing requirements apply to programs serving more than three unrelated children for a fee. The unregulated providers serving three or fewer unrelated children have an opportunity in the current system to register as a provider in order to receive subsidized child care reimbursements through Pennsylvania's Child Care Works (CCW). The current system in the state does not align with the language in this competitive priority.

As part of the state's High-Quality Plan, Pennsylvania will implement a plan to monitor and inspect all registered child care providers serving 2 or more unrelated children receiving Child Care Works funds by June 30, 2017.

Currently, in order for a provider to become registered and eligible to receive CCW, the following prerequisites must be completed:

- A completed signed application form approved by the Department;
- Final fire safety approval of the home where care will occur;
- Criminal background checks, including FBI fingerprinting for the provider and all household members aged 18 and older; and
- A health assessment for the provider completed by medical personnel and certifying the individual is fit to care for children.

In Pennsylvania, there are approximately 3,000 Registered Child Care providers. Once a provider becomes registered, they are eligible for inspection as part of Pennsylvania's Child Care Certification's annual allocated random sample. This is an announced monitoring visit during which full compliance with applicable regulations is measured. Certification staff completes a review of 15% of this population on an annual basis.

Additional monitoring of registered providers will occur in the form of oversight by the Department of Health and local authorities for enforcement of zoning and health and safety. Specifically, through an initiative entitled "ECE Healthy and Green", registered providers will be canvassed by the Pennsylvania Department of Health (DOH) as to proximity to environmentally hazardous or potentially hazardous sites. DOH will use the feedback to outreach to vulnerable providers to afford technical assistance and remediation and, in extreme instances, work with appropriate authorities to shut down or move providers.

Monitoring of unregulated Relative/Neighbor (R/N) providers (caring for 3 or less unrelated children) will be accomplished through the Child Adult Care Food Plan participation. Beginning October 1, 2013, this group of caregivers will be engaged by being invited to participate in the U.S. Department of Agriculture's Child and Adult Care Food Program (CACFP). R/N caregivers will be able to receive reimbursement for the cost of providing meals to children receiving care through the subsidized child care program. One of the requirements to participate is allowing periodic visitation by CACFP inspectors. Inspectors conduct these visits to insure that the provider is meeting basic requirements under the program and to provide technical assistance. If these inspectors observe health and safety concerns while on site, they will report them to the appropriate agency for follow-up. Information on this program has been disseminated to relative/neighbor caregivers through local child care information services.

In order to ensure accountable, safe programs, Pennsylvania is proposing to review disparate monitoring which occurs for registered providers and develop a coordinated strategy to maximize monitoring across programs, offices and departments within the state. To accomplish this work OCDEL proposes the following activities to be included in our state's HQP:

Year One- 2014

As part of the HQP in Section B, High Quality, Accountable Programs, the state proposed to investigate differentiated monitoring and developing processes to utilize all parts of the commonwealth system to maximize monitoring opportunities. During 2014, OCDEL will convene representatives from the Pennsylvania Key, Regional Keys, the Department of Health, Office of Food and Nutrition and the Bureaus of Early Intervention, Child Care Certification and Subsidy. The intent of the meetings is to develop understanding of each program's monitoring requirements and to look at opportunities for cross system/department monitoring opportunities.

Year Two -2015

Building on the work of the cross program stakeholders, a process to coordinate expectations and various monitoring visits across the participants will be developed. This includes development of the policy addressing the schedule and frequency of monitoring for registered providers. A goal of the HQP will be to enter into agreements or memoranda of understandings related to the sharing of information and monitoring results cross-systems. The goal for completion of MOUs will be June 30, 2015. By October 2015, the state will develop and distribute to internal and external partners and stakeholders the new monitoring process, including the process, communications of results and the protocol to be used in assessment. Between October and December 2015, the state will develop the materials for providers to communicate new expectations.

Year Three and Four- 2016-2017

In January through June, OCDEL will continue to communicate policy related to increasing the percentages of registered providers receiving monitoring visits. Effective July 1, 2016, implementation of the increased monitoring practice will be implemented, with a full cycle of monitoring completed by June 30, 2017. With the implementation of this added element of the HQP, Pennsylvania will have coordinated systems that assure the monitoring and inspection of all fee for service programs serving two or more children.

Expanding the Pennsylvania's Keystone STARS Provider Quality Program to Include Additional Early Learning and Development Programs

Pennsylvania plans to expand the Keystone STARS provider quality program in order to increase program and provider quality for all early education and care providers that are serving children in the State. By creating access to and encouragement of participation in this program to additional early learning providers, Pennsylvania will build on the success of the STARS program, reuse the existing structure and supports that exist for this program, and broaden the community of providers that are working together in the state to improve the quality of their programs and staff.

Once fully implemented, this initiative will meet multiple critical early learning objectives for the State, Pennsylvania's early learning providers, and for the larger Pennsylvania community and beyond. These objectives include:

- Increased provider access to the mentoring and monitoring that OCDEL provides participants in the STARS program;
- Increased information for Pennsylvania to monitor provider quality across the state and across all early learning programs; and
- Increased information for Pennsylvania to evaluate the effectiveness of its provider quality programs and alignment of programs with positive child outcomes.

This initiative will focus on expanding the existing Keys to Quality eligibility to all Early Learning and Development Programs. These will include Head Start, Licensed Private Academic Nursery Schools, Early Intervention programs, school based pre k programs, Certified and Registered child care providers.

Expansion Timeline

Year 1- 2014

- Develop a crosswalk of Certification Regulations (Health and Safety Standards) with programs standards, such as those for Pennsylvania Pre-K Counts, Private Academic Licensed Nursery Schools, School District Pre-K (including Title 1 funded), Early Childhood Special Education, and Registered child care providers.
- Develop a crosswalk of Keystone STAR Standards with other program standards, such as those for Pennsylvania Pre-K Counts, Private Academic Licensed Nursery Schools,

School District Pre-K (including Title 1 funded), Early Childhood Special Education, and Registered child care providers.

- Complete an investigation regarding the Keystone STARS Standards and The monitoring and rating system to determine if changes to the standards are necessary to improve children's outcomes.

Year 2 – 2015

- Analyze the results of the research of the Keystone STARS System and develop, with stakeholder input, revisions to the STARS Standards and monitoring process.
- Implement the communications and training regarding the changes to the QRIS system to stakeholders and expanded provider community.

Year 3 - 2016

- Implement fully the revised Keystone STARS Standards and monitoring process.
- Begin validation study of the changes to Keystone STARS, including the process, revised STAR levels and the association of STARS to children's standardized assessment results.

Year 4- 2017

- Continue the designation of additional non-certified Early Learning and Development Programs (school based Pre-K, licensed nursery school, Early Childhood Special Education programs and registered child care).
- Complete the validation study of Keystone STARS.

Priority 3: Competitive Preference Priority -- Understanding the Status of Children's Learning and Development at Kindergarten Entry.

To meet this priority, the State must, in its application, address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

Pennsylvania has addressed criterion (E)(1).

Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.

Priority 4 is designed to build upon the State's High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--

(a) Enhancing the State's kindergarten-through-third-grade standards to align them with the State's Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs;

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;

(e) Building or enhancing data systems to monitor the status of children's learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

Pennsylvania's Rising STARS Agenda: Conduct Governor's Institutes for Educators Pre-K to Grade 3 to increase dialogue and collaboration among early learning and development educators and K-12 teachers.

Setting a positive trajectory for student achievement by grade 3 begins at birth and follows a continuum of learning that should focus on the critical role of leaders, teachers, families, and communities. Pennsylvania's goals for aligned and collaborative efforts between early learning (0-5) and K-3 settings are designed to support competence in early learning skills to give children more opportunities to be successful in grades 4-12, to decrease drop-out rates, and to build skills for college and career readiness. When early learning settings are implemented with

attention to quality and are intentionally aligned to one another, all children, including those at risk for school failure, benefit. Comprehensive P-Grade 3 approaches hold incredible potential to dramatically change the path of achievement gaps and to set young children on solid pathways to educational and lifelong success. Pennsylvania is committed to improving alignment efforts between early learning (0-5) and K-3 education. The foundation of this work resides in a set of aligned, comprehensive learning standards; a robust standards aligned system which links standards, assessment, and instruction; a history of initiatives to enhance collaborations between early learning (0-5) and K-3; and a newly mandated system for measuring the effectiveness of Pennsylvania educators.

Standards as foundation for collaborative work

Pennsylvania's Learning Standards for Early Childhood were developed in 2004 through cross-sector collaboration from the Departments of Health, Education and Public Welfare, along with representatives from child care, Early Intervention, school districts, Head Start, higher education, family support programs and researchers. Pennsylvania expanded its efforts to create a true continuum of learning from birth through grade 3 by commissioning an alignment study in 2009. Please refer to Appendix M. Drs. Sharon Lynn Kagan and Catherine Scott-Little, nationally-recognized experts in Early Learning and Development reviewed the degree of alignment between Pennsylvania's Learning Standards for Early Childhood and the early grades of the state's K-12 system. Their analysis addressed four parameters: balance, coverage, depth, and difficulty and found that the state's standards and assessments are strong and that they show good alignment across age/grade levels. According to the study, "Pennsylvania is to be congratulated on developing a cohesive set of standards that address birth through second grade." OCDEL used key findings from the study to frame the 2009 revision of its learning standards.

Over the past two years (2010-2012), OCDEL has collaborated with the Office of Elementary and Secondary Education to further align standards. Please refer to Appendix L for documentation of alignment between Early Learning standards and K-3 standards. Standards have been aligned birth through grade 12 in the areas of Social and Emotional Development (Student Interpersonal Skills), English Language Arts, Mathematics, Scientific Thinking (including technology and environment and ecology), Social Studies, Health, Wellness and Physical Development, and Creative Expression. Approaches to Learning standards are

developed birth through kindergarten. In addition, English Language Arts and Mathematics standards were revised in the summer of 2013 to reflect Pennsylvania Core Standards, a Pennsylvania specific set of standards that are aligned to the National Governor's Association's Common Core standards. These revisions include a pre-kindergarten to grade 12 set of aligned standards. Documents which support the implementation of the standards are currently being developed for pre-kindergarten and kindergarten and are targeted to be released July 2014. In addition, early education resources which support the implementation of the standards have begun to be integrated into the Standards Aligned System portal.

The Standards Aligned System (SAS) is a comprehensive framework consisting of six elements: Standards, Assessment, Curriculum Framework, Instruction, Materials and Resources and Safe and Supportive Schools. Research shows, when utilized together, these six elements create a framework for continuous school improvement and child/student success and achievement. The SAS portal is designed to organize and deliver educational content carefully aligned to Pennsylvania standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the commonwealth. The SAS portal has become the primary vehicle to bring resources to Pennsylvania educators and to begin the process of standards implementation. Populating the site is a joint effort of all of the offices under the Pennsylvania Department of Education (PDE), including The Office of Child Development and Early Learning, and educators from across the state. Initial work focused on providing information to understand the standards, while current work is moving toward providing materials and resources to translate the standards into effective classroom instruction. Training modules, standards crosswalks, emphasis guides, and learning progressions are just a few of the seminal resources available. This innovative, comprehensive approach to support student achievement integrates Pennsylvania's early care and education community into the K-12 system.

Funding from RTT-ELC will provide Pennsylvania the opportunity to build upon the standards as the foundation of its P-3 alignment efforts. Pennsylvania recognizes that standards alone are not enough to assure appropriate instructional implementation for its youngest children.

Building on a history of collaborative initiatives

Pennsylvania has a long history of collaborative efforts between early learning (0-5) and K-3 settings both at the statewide and local levels. From a statewide perspective the Governance structure of The Office of Child Development and Early Learning, in which initiatives are overseen by the Secretaries of the Departments of Public Welfare and The Department of Education, allows coordination at a policy level. This coordination has been instrumental in bringing components of the early learning system together, for example, early intervention, both 0-3 and 3-5, is coordinated within OCDEL. Other collaborative examples include development and local implementation of a birth-grade 12 comprehensive literacy plan, development and local implementation of a systems approach to transition into formal schooling, development and implementation of Early Childhood Executive Leadership Institutes, and use of National Governor's Association funding to further P-3 approaches.

Pennsylvania was awarded a Striving Readers grant, which has been labeled the Keystones to Opportunities grant within Pennsylvania. Pennsylvania was one of six states to receive the grant in the amount of \$38 million. Fifty-five local education agencies have been awarded Keystone to Opportunities grants. The goal of this grant is to ensure that all students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals. A foundational piece of the Keystone's to Opportunity work involved the development of a statewide Comprehensive Literacy Plan. The Pennsylvania Comprehensive Literacy Plan (PaCLP) was developed to provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan identifies and describes (1) essential evidence-based notions about the content of literacy (birth-Grade 12) and (2) processes by which all stakeholders (e.g., parents, care-takers, educators, community members, etc.) involved in students' literacy learning can facilitate that learning in a coherent and consistent manner. Fifteen percent of the awarded grant funding was targeted at early learning (0-5) and local education collaborative work with local education agencies partnering with 67 early learning entities. As part of the Striving Readers Grant, Keystone to Opportunity Grant for Pennsylvania, local education agencies and early learning partners have identified goals, specific instructional strategies, and assessment approaches to promote Pennsylvania's Comprehensive Literacy Plan as referenced in Appendix EE. The collaboration allows LEAs and early learning partners to share references and resources that may

be helpful to each other and children. Collaboration promotes the use of the PaCLP as a guide for educators about how to make decisions that will improve their literacy program Birth-Grade 12. Recognition of literacy instruction and state initiatives along the birth to grade 12 continuums will assist local communities in addressing the important role of parents, librarians, and those who work in community agencies in making important contributions to the development of literacy learning.

Transition was a major focus of previous America Recovery and Reinvestment Act (ARRA) funding. The goal of this work was to develop a systems approach in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania. The work involved a focus on coordination among early learning systems that work as collaborative approach school districts, Intermediate Units and other early learning settings. In 2010, Pennsylvania hired a dedicated Transition Coordinator to lead efforts toward realization of these goals. The coordinator assembled a cross-sector Statewide Transition Task force to assist in statewide efforts to research best transition practices, help to identify gaps/ and barriers of current transition practices, provide feedback and inform the development of researched based materials, trainings and resources to minimize identified gaps/ barriers in transition practices. The first step in any systematic approach is to understand one's starting point. Therefore, From August 2010 until January 2011, OCDEL researched the current state of transition practices across the Commonwealth. Inspired by The National Survey of kindergarten teachers The Office developed a classroom survey of Transition practices and conducted open-ended interviews with those engaged in grassroots efforts to implement effective Transition Teams throughout the Commonwealth. The results showed that across the Commonwealth there is a variety of transition practices being implemented. The most frequently referenced practices included kindergarten registration, distribution of readiness materials such as OCDEL's kindergarten, Here I Come and kindergarten, Here I Am calendars, and strategies to orient families and children to their new school such as the dissemination of orientation booklets or DVDs. The results also detailed gaps and barriers in the transition process which included the need to better educate school district personnel on the importance of focusing on transition practices, strategies to engage and empower families around transition, and low percentages of early registrations across many counties. These barriers helped to focus the work of the Statewide Transition Workgroup.

The Statewide Transition Group addressed the above mentioned barriers through the development of a Readiness resource called “Recipes for Readiness.” This set of 20 family-friendly activity cards was designed to assist families in educational interactions with their preschool-aged children to develop essential kindergarten readiness skills. The Statewide Transition Workgroup also focused their attention on the education of school district personnel through the creation of an informational brochure detailing the importance and relevance of a focus on the transition process. Five thousand of these brochures were distributed through face-to-face interactions with several school district personnel and board members. The group has also created a Transition Best Practices rubric which was released in the fall of 2012. During 2012, The OCDEL Transition Tool Kit was also updated with current research and new materials to assist community and school personnel to create and maintain transition teams within specific counties, communities and/or schools. This updated information was shared and disseminated through the efforts of the Professional Development Instructors Institute (PDII) in which fifty-four PQAS certified trainers were trained. The PDII was designed to be offered using a joint professional development model in which early education (0-5) programs and local education agencies (K-3) attend training together and collaborate on self-assessments and action planning.

One of the collaborative programs most unique to Pennsylvania is called the Early Childhood Executive Leadership Institute. First implemented in 2010, the Institute includes alignment to Learning Standards for Early Childhood and was developed in collaboration with the National Institute for School Leadership and Pennsylvania Inspired Leadership. This Institute is designed to increase the capability of leaders in early childhood education programs to understand and connect the many systems focused on the growth, development, and education of children from birth through third grade. Participants come from the same or nearby community, service area, or educational network so each party can internalize and implement key concepts and approaches in an integrated way. The intent of the five day session is for participants to develop insights into what a connected system of systems looks like and what the contributions such a system can and will make to a community of learners – including providers, teachers, parents/guardians, school leaders, and students (birth to age 8). Pennsylvania is one of the first states to develop and implement an institute that includes leaders from early education and the K-12 community. This institute is offered once per year in eight regions within the state, and has had 308 participants since its inception.

Building on the work detailed above, Pennsylvania is continuing its efforts at supporting local collaborations between early education (0-5) and K-3 settings. In July 2013, Pennsylvania was one of six states awarded grant funding and technical assistance from The National Governor's Association (NGA) to improve early learning outcomes. Pennsylvania's focus is comprised of meeting two goals: 1) Building awareness and commitment across key stakeholders to support a continuum of high quality early learning opportunities from birth-3rd grade, and 2) strengthening the effectiveness of early childhood and early elementary educators. Pennsylvania will begin to meet these goals through three main NGA funded activities: a Governor's Symposium, workgroups to develop Approaches to Learning standards for first and 2nd grade, and application of Pennsylvania's Educator's Effectiveness Tool to pre-kindergarten (and potentially other early education settings).

The Governor's Symposium, scheduled for December 2013, will bring together a diverse group of stakeholders, including 25 leaders from quality early education (0-5) settings; 25 K-3 leaders the early education leaders have identified as potential partners, and additional community stakeholders. The intent of the Governor's Symposium is focused discussion on effective birth to Grade 3 instructional practices. The Governor's Symposium will include expert-led discussions in the following areas: 1) strategies for implementing comprehensive standards, particularly in K-3 settings; 2) appropriate application of measures of educator effectiveness to birth-3rd grade settings; 3) effective instructional and programmatic strategies for implementation of STEM curriculum; and 4) effective instructional and programmatic strategies for implementation of Pennsylvania's Comprehensive Literacy Plan as referenced in Appendix EE. Keynote presentations, juxtaposed with facilitated discussion and reflection sessions, will allow stakeholders to process the information provided, with the desired outcome of collaborative approaches to addressing these areas. Pennsylvania is proposing to utilize RTT-ELC funding under this competitive priority to build on the initial work of this Governor's Symposium. Additional goals and strategies are outlined in the goals and activities within the High-Quality Plan.

Focus on enhancing educator's effectiveness in the implementation of standards

Pennsylvania's second goal for the National Governor's Association grant focuses on enhancing educator's effectiveness in the implementation of standards. The Pennsylvania Department of

Education (PDE) has been working since 2010 to develop an educator effectiveness model that incorporates those attributes that are most critical to the way teachers (pre k-12), non-teaching professionals, and principals are evaluated as well as providing training tools for professional growth that provide support as part of a fair effective evaluation process. A significant component (50%) of Pennsylvania's Teacher Effectiveness Model relies on evidence-based assessment of educator planning and practice. The recommended and state-supported tool for this assessment is The Danielson Framework for Teaching. OCDEL worked with focus groups to develop an Early Childhood Supplement to the Danielson Framework for Teaching with possible pre-kindergarten examples. The goal of this work is to assure appropriate application of the effectiveness tool in early education settings.

As a result of on-going collaborative efforts, the commonwealth acknowledges that the birth-5 system and the K-3 system each have contributions to make to the other in the area of educator effectiveness. Effective birth- age 5 programming has traditionally included a comprehensive approach to standards implementation, which recognizes both cognitive and non-cognitive skill development. Extending this comprehensive approach to standards implementation into grades K-3 will be addressed with both funding from NGA, as well as additional funding, if awarded, from RTT-ELC. Building a comprehensive set of learning standards birth- grade 3 is addressed in Section C1 of this grant application, however, additional funding is requested under this competitive priority to deliver the Governor's Institutes for Educators Pre-K – Grade 3 to assure effective implementation of this comprehensive set of standards.

Next steps

Building on previous successes with early education and instructional Governor's Institutes, Pennsylvania is proposing to use RTT-ELC funding to plan and implement Governor's Institutes over the four years of funding. From 2001 until 2009, Pennsylvania's Office of Child Development and Early Learning, in collaboration with the Office of School Planning, and the Office of Elementary and Secondary Education, planned and implemented week-long professional development Institutes designed at bringing early learning professional (PK-grade3) together in a collaborative setting. The Institutes were provided at no cost to attendees, and focused on bringing local teams of early learning educators and administrators together to learn from one another, and to develop local action plans for their specific school setting.

Pennsylvania's goal was to actively involve pre-kindergarten professionals from school districts, Head Start Programs, child care, academic licensed nursery school, programs, higher education, intermediate units, and librarians in an intensive 5 day professional development program.

Pennsylvania Governor's Institutes have supported teachers and administrators' efforts to build instructional strategies and techniques for implementing research and standards-based best practices in their classrooms. The following chart details the numbers of attendees at previously held Institutes.

2001/2002	2002/2003	2003/2004	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	Total
2	3	4	6	7	8	9	0	
193	216	197	198	265	192	189	196	1,646

With RTT-ELC funding, Pennsylvania can provide similar Institutes to a greater number of participants over the four years of funding. The first week-long Institute would be held in the summer of 2014 and would include the 50 participants of the NGA Governor's Symposium, plus 50 additional participants from similar geographic areas. Each subsequent year, Pennsylvania would offer up to four, week long Governor's Institutes, in various geographic regions of the state to up to 250 participants in each region. The goals of the Institutes will be to bring early learning professionals from 0-5 and K-3 settings together in teams to focus on instructional strategies to promote a comprehensive set of early learning standards. Each team would learn from experts, and would work as a team to develop an action plan which would be implemented in their local settings. Pennsylvania will further extend follow-up and support on the implementation of local team action plans on an on-going basis through use of electronic Professional Learning Communities available through Pennsylvania's Standards Aligned System, and through, at least one, face-to-face follow-up interaction with participants. Pennsylvania would also like to leverage the Standards Aligned System to track lessons learned, challenges, resources, and innovative approaches developed by participants through their implemented action plans that can potentially be shared statewide or used as a springboard to further P-3 reform efforts.

Competitive Preference Priority 4 High-Quality Plan

Governor's Institutes for Educators Pre-K to Grade 3

(a) Key Goals:

Pennsylvania's RTT-ELC strategy will achieve the following results:

- a) Build awareness, commitment, and collaboration between early education leaders and practitioners (0-5) and K-3 leaders and practitioner to support a continuum of high quality early learning opportunities from birth-3rd grade.
- b) Provide platform for approximately 3,050 early education leaders and practitioners to experience and share developmentally appropriate strategies for the implementation of integrated standards in early education settings (0-grade 3).
- c) Provide strategy focused information learned from grass-roots early leader leaders and practitioners to the broader state-wide population.

(b) Activity Summary and Rationale:

- a) Establish four cohorts of Governor's Institute participants over the duration of RTT-ELC funding, and provide continued follow-up through on-going use of electronic, professional learning communities, as well as, one face-to-face follow-up following attendance at an Institute.
- b) Collect examples of instructional strategies and resources, and post to Standards Aligned Systems portal.
- c) Plan and implement 4, week long Governor's Institutes per year for 4 years, utilizing the following schedule:

Summer 2014

Cohort I

Governor's Institute for ECE Standards Implementation I

1 session; 1 week

50-100 participants who participated in the SAS Institute in December, 2013

Summer, 2015

Cohort II

Governor's Institute for ECE Standards Implementation II

4 sessions, 1 week each at various locations throughout the state

200-250 participants or 50 to 60 teams per each location;

1,000 total participants

Summer, 2016

Cohort III

Governor's Institute for ECE Standards Implementation III

4 sessions 1 week each at various location throughout the state.

200-250 participants or 50 to 60 teams per each location

1,000 total participants

Summer, 2017

Cohort IV

Governor's Institute for ECE Standards Implementation IV

4 sessions 1 week each at various location throughout the state.

200-250 participants or 50 to 60 teams per each location

1,000 total participants

(c) Key Activities:

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
1	Assure a comprehensive of aligned learning standards birth-grade 3	7/1/13	12	7/1/14	Comprehensive learning standards developed.
2	National Governor's Association Governor's Symposium (25 0-5 Leaders/ 25 K-3 leaders) focus on P-3 teacher effectiveness: standards/ implementation/ participants become COHORT 1	7/1/13	5.25	12/11/13	Symposium occurs.
3	Develop and utilize Standards Aligned System Professional Learning Community for COHORT 1 to continue work begun at December Symposium	12/1/13		12/31/17	Standards Aligned System Professional Learning Community utilized.
4	Contract an Institutes Coordinator who will manage the logistics, content, and communication.	5/1/14	43	12/31/17	Institutes Coordinator contracted.

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
5	Plan Summer Governor's Institute	1/1/14	5	6/1/14	Institute planned.
6	Implement week long Summer Governor's Institute with COHORT 1 (up to 100 people/ original 50 participates plus addition attendees)	6/15/14	2	8/15/14	Institute implemented for COHORT 1.
7	Follow-up with COHORT 1	9/1/14	4	12/31/14	COHORT 1 follow-up.
8	Develop and post RFP for locations to host and partner in implementation of Governor's Institutes (3 year contract)	9/1/14	7	3/1/15	RFP posted.
9	Develop content for four, week long Governor's Institutes with COHORT 2 (4 groups/ 200-250 participants at each event for a total of 800-1000 participants)	9/1/14	9	6/1/15	COHORT 2 summer Institute content developed.
10	Implement 4, week long Governor's Institutes with COHORT 2	6/15/15	2	8/15/15	4 Summer Institutes implemented.
11	Develop and utilize Standards Aligned System Professional Learning Community for COHORT 2 to continue work begun at Governor's Institute	6/1/15		12/31/17	Standards Aligned System Professional Learning Community utilized.
12	Follow-up with COHORT 2	9/1/15	4	12/31/15	COHORT 2 follow-up.
13	Refine content for 4, week long Governor's Institutes with COHORT 3 (4 groups/ 200-250 participants at each event for a total of 800-1000 participants)	9/1/15	9	6/1/16	Content refined.
14	Implement 4, week long Governor's Institutes with COHORT 3	6/15/16	2	8/15/16	4 Summer Institutes implemented.
15	Develop and utilize Standards Aligned System Professional Learning Community for COHORT 3 to continue work begun at Governor's Institute	6/1/16		12/31/17	Standards Aligned System Professional Learning Community utilized.
16	Follow-up with COHORT 3	9/1/16	4	12/31/16	COHORT 3 follow-

Step ID	Activity Description	Start	Duration (Months)	Finish	Key Milestone
					up.
17	Refine content for 4, week long Governor's Institutes with COHORT 4 (4 groups/ 200-250 participants at each event for a total of 800-1000 participants)	9/1/16	9	6/1/17	Content refined.
18	Implement 4, week long Governor's Institutes with COHORT 4	6/15/17	2	8/15/17	4 Summer Institutes implemented.
19	Develop and utilize Standards Aligned System Professional Learning Community for COHORT 4 to continue work begun at Summer Institute	6/1/17		12/31/17	Standards Aligned System Professional Learning Community utilized.
20	Follow-up with COHORT 4	9/1/17	4	12/31/17	COHORT 4 follow-up.

(d) Responsible Party

- a. PDE will be the primary responsible party for implementation of the Governor's Institutes.

(e) Funding Narrative:

- a. This project is budgeted at \$7,441,955 of which \$4,216,955 is allocated from RTT-ELC grant funding.
- b. This project is designed to foster collaboration and build capacity to build sustainability across the state. It will not be funded beyond 2017.

(f) Supporting Evidence:

- a. Alignment Study
- b. Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 Standards
- c. Pennsylvania's Comprehensive Literacy Plan (Appendix EE)

(g) Focus on Children with High Needs:

- a. The Governor's Institute will be focused on improving programs offered to Children with High Needs, through training and improvement of comprehensive standards.

Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.

The State will meet this priority based on the extent to which it describes:

- (a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations; and
- (b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high quality Early Learning and Development Programs; and enhance the State's integrated system of high quality early learning programs and services.

Addressing the Unique Needs of Children in Rural Pennsylvania

Pennsylvania is home to the third largest rural population in the country.³⁷ Pennsylvania publishes an annual Reach and Risk Report which analyzes geographically-based data on risk factors experienced by Pennsylvania's young children as well as how effectively children are "reached" by quality early childhood programming.

Risk factors analyzed include:

1. Economic Risk Factors (percentage of children living in poverty; percentage of school-age children receiving free and reduced lunch);
2. Maternal Risk Factors (percentage of teen mothers; percentage of single mothers; percentage of mothers with less than a high school diploma);
3. Birth Risk Factors (percentage of pre-term births; percentage of low birth weights; percentage of deaths of babies before the age of one);
4. School District Risk Factors (percentage of children residing in school districts whose children score below proficient in 3rd grade reading and mathematics; residing in school districts not meeting Annual Yearly Progress); and
5. Toxic Stress Factors (percentage of children who have experienced substantiated abuse; percentage of children born to mothers who used tobacco while pregnant; and percentage of children with documented cases of maltreatment).

³⁷ (Penn State Data Center, 2012). Of 67 counties, 48 of Pennsylvania's counties are classified as rural. According to the most recent U.S. Census, Pennsylvania's rural population is 28% of its 12.8 million citizens (2010).

Reach data analyzed include:

1. Percentage of children under age five served in early childhood programs;
2. Percentage of children from birth to two years of age served in early childhood programs;
and
3. Percentage of children from three to four years of age served in early childhood programs.

A review of the most recent OCDEL Reach and Risk Report (2012) reveals that 30 of the 48 rural counties fall within the High and Moderate-High Risk categories. We see the unique needs of children residing within Pennsylvania's rural areas to include:

High Levels of Family Risk Factors. One child in every six in rural Pennsylvania is born to a mother with less than a high school education and one in twelve is born to a single mother under the age of 20 (2-Center for Rural Pennsylvania). Isolation is also an issue for many rural families. They may not be connected to community resources or supports. For rural families living in poverty, this isolation may be exacerbated by lack of reliable transportation. Sometimes these circumstances result in families lacking engagement in their local communities, schools, or resources.

Many of Pennsylvania's rural communities also suffer from the effects of poverty. According to the USDA Economic Research Service, the average per-capita income for Pennsylvania residents in 2011 was \$42,290, while the rural per-capita income lagged at \$32,704 (2012). Estimates from 2011 indicate a poverty rate of 13.9 percent in rural areas of the state. American Community Service data reports that 14.0 percent of the rural population has not completed high school, compared to 11.7 percent of urban populations (2011). The unemployment rate in rural Pennsylvania is higher than the urban rate at 8.1 percent. In urban Pennsylvania it is 7.9 percent (3- USDA-ERS, 2011).

Low Levels of Access to Community Supports. In rural Pennsylvania, one infant in seven is born to a mother who did not receive prenatal care during the first trimester of pregnancy. One in 15 is born at low birth weight and one in five is born to a mother who used tobacco during pregnancy. Though social and medical supports exist in rural communities, families sometimes fail to access these supports. OCDEL staff conducted recent telephone interviews with

administrators from social services and medical agencies in Clearfield and Venango counties, two of Pennsylvania's highest needs communities. During separate interviews, the administrators were asked what factors contribute toward families' lack of access to medical and social service. The interviewees similarly responded with the same key themes: lack of awareness of available services and supports; lack of reliable transportation; and reluctance to take advantage of services available due to pride. The medical and social services administrators report cultural mores in rural Pennsylvania that value independence and resist taking advantage of services, even when community members legitimately qualify for such entitlements.

Little Attention Paid to Link between Early Care and Education and School District

Services. As families and child care entities are spread across a large swath of land mass, they are often not within proximity to local schools. There may not be the familiarity and relationships between early education and the school districts that sometimes exist in urban settings. OCDEL staff interviewed a superintendent of a high needs school district in Fayette County, as well as a principal of an elementary school in McKean County – both high needs counties. These administrators noted that an achievement gap exists between middle- and upper-income children as early as kindergarten entry; and though efforts are made to eliminate this gap during the kindergarten year and beyond, little attention is paid to working with early care and education entities or families to share kindergarten expectations or address this gap prior to kindergarten entry.

Few opportunities for high-quality early care and education. In Pennsylvania's high-need rural counties there is a dearth of Keystone STARS participants, and even fewer who provide services at the highest levels of quality. In fact, in two of Pennsylvania's highest need rural counties, Greene and McKean, there is a complete absence of providers operating at the highest levels of quality, Keystone STARS 3 and 4.

As population density is low in rural areas, center-based care is often not economically feasible. There is a greater preponderance, therefore, of unregulated relative neighbor care, as well as regulated family and group child care homes. These smaller child care entities are challenged by geographic isolation, lack of access to professional development opportunities, and poor proximity to institutions of higher education.

Pennsylvania will implement approaches to address these unique needs of our children residing in rural areas with small populations.

The unique needs of Pennsylvania's rural population will be addressed through the following approaches:

As 28% of Pennsylvania's children reside in rural areas, 17 of the 50 Early Childhood Innovation Community grants will be offered to schools and communities in high- and moderate-high risk rural areas. Typically the fiduciary for the grant will be the local school, but may be another community entity, such as the library, early childhood provider, or professional organization. Local Early Childhood Innovation Councils will develop plans to address and remediate the locally identified needs. These will be competitive grants offered to schools and their surrounding communities in which, as part of the application process, candidates will conduct a community assessment and plan to improve conditions for children in three areas:

1.) Families will receive support to mitigate risk factors and to become engaged in the growth and development of their children. The Early Childhood Community Innovation Zones will use the Strengthening Families Framework to increase family engagement and reduce familial risk factors. OCDEL, through the Pennsylvania Key and Early Intervention Technical Assistance networks will provide technical support to the Community Innovation Zones, providing information about state resources and strategies. Examples of some of the goals local Early Childhood Community Innovation Zones may identify based upon community needs include:

- Many rural children in poverty may lack health insurance. To address this need, Pennsylvania's 2013-14 budget includes \$8.5 million for enrollment and outreach efforts for Pennsylvania's Children's Health Insurance Program (CHIP), with a goal of insuring more than 9,000 additional children in the program. Rural child care programs should routinely share information about publicly funded health care options.
- Innovative transportation solutions are becoming increasingly available and may be promising for rural families. For example, RelayRides.com will be explored to address transportation issues prevalent in rural areas. In this Internet-based program, families may "rent" a car for an hourly rate, as little as \$5.75. Transportation solutions such as these

would enable families to travel to EC Innovation Community meetings, or to other points of access for community supports and services.

- School Parent-Teachers' Associations (PTA) can provide an effective linkage with parents of children in pre-kindergarten programs (e.g. Head Start Policy Council, Parent Board of Directors of local child care centers, etc.) For example, the local PTA can plan welcoming 'What to Expect' activities for orientation of incoming family members.
- Internet-based blogs revealing community supports and entitlements to needy rural families can be an effective communication tool in isolated areas.
- "Hub locations" could be developed as resource centers for family information, training and support. Hub locations may include Intermediate Units (nationally known as educational service agencies, these units are located within each area of Pennsylvania); public libraries, or Career and Technical Education Centers (CTEs).
- Local School, social and medical services information, Family Engagement Calendars, and book lists specially designed for distribution to parents of pre-kindergarten-age children could be housed in local library Family Centers.
- Training and supports could be made available during non-traditional hours. Often families are available for information sharing during evenings or weekends. Community needs assessments will be conducted to determine when families are most likely to avail themselves to training.

2.) Children will experience improved physical, social, behavioral and developmental health through increased access to community supports. The Early Childhood Community Innovation Zones will be comprised of stakeholders, including families, early childhood providers, school district personnel, medical and social services personnel. As part of their competitive application process, these groups will conduct a community needs assessment to determine the needs and assets of their community. Using the results of the communities' needs information, the Early Childhood Community Innovation Zones will create a plan to increase the array of community supports and services accessed by young families and their children. Some of these plans formulated within communities may include approaches such as:

- Accessing Health Insurance or Health Services for children. In his Healthy Pennsylvania announcement, Governor Tom Corbett emphasized that all children in Pennsylvania have the right to health insurance. If there are children who are uninsured in the community according to the needs assessment, steps must be made to advise parents on accessing medical insurance, dental care, and full immunization.
- Accessing behavioral health supports for children and families. The iconic nationwide study conducted at Yale University about expulsion rates in state-supported preschools, found that boys were being expelled from preschool 4 1/2 times as frequently as girls. African American preschoolers were twice as likely to be expelled as white or Latino children, and five times as likely as Asian Americans.³⁸ Though Pennsylvania state-funded programs prohibit expulsion of preschoolers, these findings do emphasize the importance of accessing sufficient behavioral health supports. Families experiencing the stressors of poverty, isolation, unemployment or underemployment also may require the supports of mental or behavioral health services.
- Accessing other social services. Low income rural families may benefit from other social supports for which they qualify but are not aware of. For example, work training programs may represent the ‘hand up’ that a family needs to begin the journey toward self-sufficiency.

3.) Children will experience a higher degree of success as they transition to and participate in primary education programs through collaboration and linkages among school entities and local early childhood entities. School districts and early childhood entities will link to provide continuity in the early education experience for children from preschool through grade three. Every school or community grantee must ensure that Pennsylvania's Kindergarten Entry Inventory will be administered to each child entering kindergarten. Linkages must be made between schools and the early care and education community. Predicated upon the community-identified needs, goals may include approaches such as:

³⁸ (Gilliam, 2005)

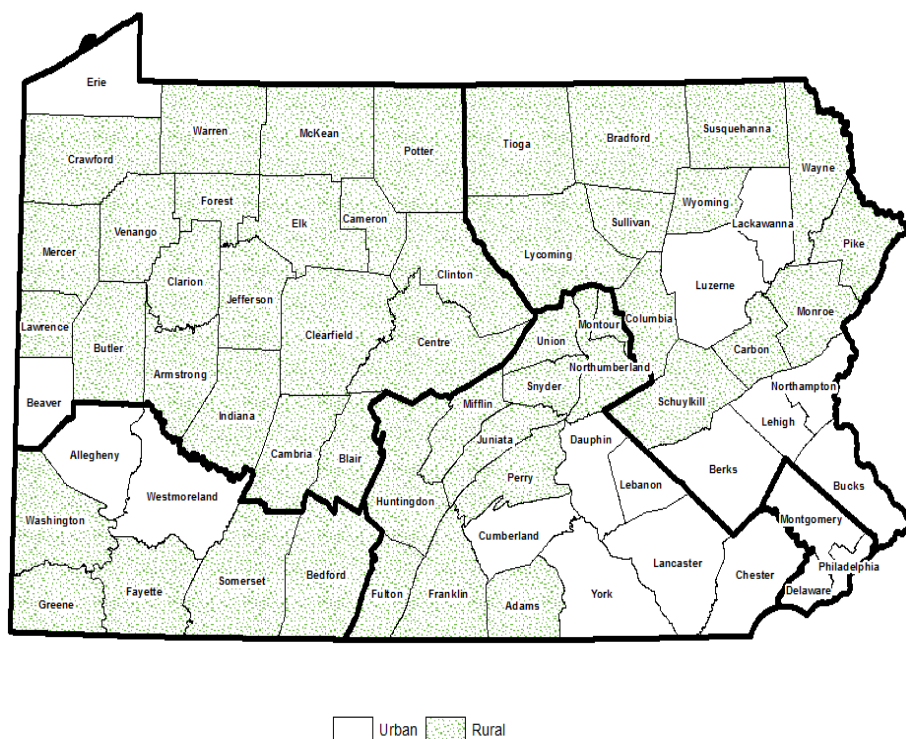
- Agreement on information that will be collected by the receiving school upon kindergarten entry from the sending early childhood entity;
- Communication between kindergarten and early childhood educators in which mutual understanding of the rules, routines, and curricular experiences is achieved;
- Consideration for children and families who are English Language Learners will occur as indicated by the needs of the population in the community. Materials and resources will need to be translated into the native language of the child and family; translators may be needed to fully communicate with the child and family;
- Careful planning and attention to transition to kindergarten for children with developmental delays or disabilities
- Increased awareness for schools and early education entities that McKinney–Vento protections for children experiencing homelessness also apply to preschoolers, and plan for implementation of such protections;
- Co-production of transition plans for children entering kindergarten by early childhood and school district personnel; and
- Reciprocal visits being made between school and early childhood personnel so that educational environments are better understood.

In addition to the three goal areas above to be accomplished by the ECE Community Innovation Zones, Pennsylvania will utilize the Regional Keys to accomplish a fourth goal:

4.) Pennsylvania will increase the number of high-quality providers in High and Moderate-High Risk Counties. The number of Keystone STARS high-quality providers (current levels 3 and 4) in high- or moderate-high-need rural areas will increase significantly as described in this section. A review of the most recent OCDEL Reach and Risk Report (2011-12) indicates that the High-Risk Counties in rural Pennsylvania are: Clearfield, Fayette, Greene, McKean, and Venango. The Moderate-High-Risk Counties in rural Pennsylvania are: Armstrong, Blair, Bradford, Cambria, Cameron, Carbon, Clinton, Crawford, Forest, Franklin, Huntingdon, Indiana, Lawrence, Lycoming, Mercer, Mifflin, Northumberland, Perry, Potter, Schuylkill, Somerset, Sullivan, Susquehanna, Tioga, and Warren. The map below represents the service areas of the

five Regional Keys. The counties shaded in green indicate Pennsylvania's counties that are classified as rural.

2013-14 Regional Keys



The number of high-quality early care and education providers in high and moderate-high need rural areas will be increased in two ways:

- 1) Four Regional Keys will receive additional funding to increase the number of high quality early care and education settings within their region. A review of the map of Pennsylvania's Regional Keys indicates that four of the five Regional Keys serve rural populations. These four Regional Keys will be allotted a total of an additional \$250,000 per year (proportioned by population across the 4 entities) with the expectation that they will reach out to rural child care providers, in order to increase the provision of high quality early care and education services. This will be accomplished through an update of the expected increase in their annual Statement of Work. In this document, Program

Performance Measures are set. Each rural Regional Key will be expected to add 50 new rural providers to their roster, using the additional funding for activities such as:

- Hiring an additional contractor or portion of a STARS Manager to reach out to rural providers to assist in increasing STARS levels, or to communicate with currently unregulated providers about the advantages of participating in the STARS system.
- Sponsoring training or college credit-bearing courses in collaboration with an IHE in order to reach a higher level of provider quality. Increased funding may be used to pay for college credits in alignment with policies established in the future Rising STARS Tuition Assistance Program.
- Conducting symposiums either face-to-face, or virtually so that rural providers may obtain the required professional development needed to move up to higher levels of quality. Increased funding may be used for meeting expenses, books, consultants, or materials.
- Travel expenses for STARS Technical Assistance Specialists, or for rural providers to travel to locations needed to access training and information in order to rise in quality.

2) Each Regional Key reports monthly on the number of centers, group, and family child care homes moving into the Keystone STARS system as well as movement up to higher STARS levels. Rural areas have a preponderance of Family and Group Centers due to sparse populations. As the preponderance of these rural providers are family and group child care, we will increase our outreach to these providers through the rising STARS Peer Coaching and Mentoring Initiative, mentioned in Section B. Using these funds, Pennsylvania's plan is to move all of the current STAR 2 sites to STAR 3 in these 30 counties by the end of the grant period, December 2017. Doing so, we will almost double the number of high-quality STAR providers from 150 to 285. Said another way, we will have moved the percentage of high-quality providers from 10.5% to 22.3%.

(b) Pennsylvania's approaches are designed to close educational and opportunity gaps for Children with High Needs; increase the number and percentage of Low-Income children who are enrolled in high quality Early Learning and Development Programs; and enhance the state's integrated system of high quality early learning programs and services. Per the plan described in this section, Pennsylvania will close the educational and opportunity gap for children with High Needs. Children with physical health, behavioral health, developmental delays and disabilities, English Language Learners, children who are experiencing homelessness, and who are migrant and meet other definitions of High Needs have been considered. Accommodations will be made for these children and their families based upon the needs as indicated by the local community assessments.

There will be a significant and sustainable *increase in the number and percentage of low income and vulnerable children who are enrolled in high quality Early Learning and Development Programs* in rural areas. The plan described in this section outlines an intentional, strategic, and meaningful outreach to child care providers who are serving children in rural Pennsylvania; the outreach will become the responsibility of the Regional Keys and will be overseen by the Pennsylvania Key and OCDEL. Each Regional Key will receive increased funding, a commensurate increase in the number of expected Keystone STARS participants, and an increase in the number of participants providing high quality services, our current STARS 3 and 4.

This plan will *enhance Pennsylvania's integrated system of high quality Early Learning Programs and Development Services*. The majority of Pennsylvania's provider participants in the Keystone STARS system deliver center-based care. Smaller percentages provide family and group child care. Conversely, when rural care is analyzed, providers in rural Pennsylvania deliver a high proportion of family child care. This plan for rural Pennsylvania will enhance our integrated system of high quality care by focusing attention on developing sorely needed quality care delivered by rural providers, especially those providing family and group care.

Priority 6: Invitational Priority -- Encouraging Private-Sector Support.

The State will meet this priority based on the extent to which it describes how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

The private sector has an impressive and long-standing history of supporting early childhood efforts in Pennsylvania. Members of the Pennsylvania Early Learning Investment Commission (ELIC), a governor-appointed Commission, have provided significant support toward the sustainability of the work conducted by the OCDEL through their educational outreach efforts to policy makers and business leaders in their regions across the Commonwealth and state-wide business-related groups that they have been developing collaborative relationships with over the past three years. Pennsylvania's work in this area has been ground-breaking and has gathered national attention as a model system. Private foundation funding supports the three-member team that staffs the ELIC.

The incumbent Governor is the Public Sector Honorary Chair, and a senior executive of a leading corporation is the Private Sector Honorary Chairman of the ELIC. Currently, Governor Tom Corbett and James Rohr, Financial Chairman, PNC Financial Group are the Honorary Chairs. They represent 76 senior-level business executives committed to the state's continuing leadership and investment in quality early childhood education. A roster of current ELIC members is included in Appendix FF. These business leaders strongly support early learning because they understand the Return on Investment generated by quality early childhood programs and the economic and workforce development opportunities that investment in high quality early learning affords, thereby ensuring that Pennsylvania has a well-educated workforce in coming years.

Since 2010, Business Partnerships staff members, working with ELIC Commissioners, have been developing ten business-based regional groups which are currently in various stages of evolution. Staff members support ELIC members in educating local business executives and policy-makers about the economic importance of investing in early learning as well as identifying the specific early childhood infrastructure needs in their own communities. These local business leaders, recruited by ELIC members, are developing creative business-based solutions to help increase

the quality of early care and education programs, and increase accessibility to these programs using their own financial and company resources.

Over half of these regional business coalitions conduct awareness and educational events in their communities, inviting business executives and policy-makers to attend. Three regional groups are developing scholarship programs for children, utilizing the Pennsylvania Pre-K Educational Improvement Tax Credit program as an alternative funding mechanism for high risk children and families to supplement the resources available by the state, resulting in over \$900,000 in tax-credit scholarships in various regions across the state.

Business leaders in one of the more advanced regional business coalitions, in the Lehigh Valley, are funding the development of an early childhood STEM education Institute in their region, benefiting both the pre-school teachers but ultimately benefitting thousands of children in their area. Local businesses have expressed interest in funding this STEM Institute. They look at this as a regional economic development stimulus project, which they will fund with a long-term commitment of resources. This work presents a model that can be duplicated in other regions by business coalitions.

In terms of sustainability of support for the OCDEL programs, ELIC members are in contact with the Governor and legislators during the course of the year. Educational efforts are also targeted to specific legislative caucus leaders. ELIC members also increase awareness in the business and policy community by presenting to business-related groups; in 2012 they presented to over 5,000 business executives about the importance of early learning.

ELIC members spend much of their valuable time understanding the issue, speaking to other business executives about the value of investing in early education and engaging their policy makers around the issue. This would not happen without significant staff support of these high level executives. This year almost half of the regions have held meetings where ELIC members have spoken candidly with their legislators about the importance and need for public investment in high-quality early care and education, explaining why such investment would strength their workforce and their community.

In addition, the ELIC members have committed to helping their own employees understand both the value of quality early care and education and knowing how to find and afford quality

programs, through the resources provided by OCDEL. ELIC members represent over 200,000 employees in Pennsylvania and are starting to work with their HR directors to roll-out an “Early Childhood Employee Awareness Program” which will assist Human Resource Directors in sharing information about the Pennsylvania Promise Website, with the purpose of educating them on how, with the resources available through OCDEL, they can better prepare their children for school. Commission members see this as a cost-free program that demonstrates the employer’s interest in work-life balance. This is an effective grassroots effort to create educated consumers who will begin to ask their providers about quality, increasing market pressure on early learning programs.

In addition to a letter of support from the ELIC for Pennsylvania’s Race to the Top plan, members have also obtained support from the state-wide groups they collaborated with on programs to increase the number of children served by high quality early childhood programs. These letters are located in Appendix C.

In addition to supporting the three team members that make up the staff of the Business Partnerships group, private foundations have also been instrumental in the state’s efforts to improve Early Learning and Development program quality and child outcomes. Foundations that have supported this work over the past ten years include: the Benedum Foundation, Friends of the Children’s Trust Fund, the Grable Foundation, Heinz Endowments, the John S. and James L. Knight Foundation, R.K. Mellon Foundation, Pew Charitable Trust, Wean Foundation, and the William Penn Foundation. Between 2004 and 2013, these private foundations contributed more than **\$19,025,458** to support early childhood efforts in the state. A significant percentage of this foundation support has been channeled through the Build Initiative, a project of the Early Childhood Funders’ Collaborative, aimed at supporting state efforts for preparing our youngest children for success. A listing of the initiatives and aggregate dollar amounts these foundations have contributed to date is found in Appendix GG. The three major foundations whose missions include work in support of early childhood education in Pennsylvania are the Grable Foundation, the Heinz Endowments, and the William Penn Foundation. These three foundations are the largest contributors to early childhood efforts. In fact, the Heinz Endowments and William Penn Foundation support Pennsylvania’s participation in the BUILD Initiative. Pennsylvania is one of ten BUILD states, and has been a BUILD state since 2004. The Deputy Secretary of OCDEL

meets with these three major foundations at least four times per year to discuss progress on current initiatives and to promote new initiatives. Proposals are written following those meetings and funding is granted by the respective Board of Directors. The list included in Appendix HH represents the results of these public-private partnerships.

In preparation for submission of this Race to the Top-Early Learning Challenge application, the Deputy Secretary of OCDEL met with representatives of these three major foundations on September 24, 2013. Dr. Minzenberg reviewed the approved Race to the Top Summary with the foundation representatives. She asked for continuing support of Pennsylvania's early childhood work through (1) ongoing funding of Pennsylvania's participation in the BUILD Initiative; (2) continuing support of the Pennsylvania Promise for Children, Keystone Families First, and Business Partnerships work; and (3) support of the Race to the Top initiatives. The representatives enthusiastically agreed to support all three themes listed above. Letters from each of these three major Pennsylvania foundations are included in the Appendix C.

Each foundation has committed to involvement in further public-private partnerships with Pennsylvania's OCDEL as the Race to the Top initiatives unfolds. The foundations must wait to commit a monetary amount or specific project, however, until each initiative has been described in a grant proposal and approved at a Board of Directors meeting, which take place two or three times per year (this varies by foundation). The amount or projects will be specified when formal grant proposals are completed and approved by the foundations' Boards of Directors. Experience from past partnerships and initiatives as described above, letters of commitment from the foundations, and the enthusiasm of the group, ensure that the support will be ongoing.

Budget Part I: Summary**BUDGET PART I -TABLES**

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

<u>Budget Table I-1: Budget Summary by Budget Category</u> (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$176,237	\$300,000	\$300,000	\$300,000	\$1,076,237
2. Fringe Benefits	\$111,027	\$189,000	\$189,000	\$189,000	\$678,0267
3. Travel	\$279,000	\$986,000	\$986,000	\$986,000	\$3,2337,000
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$80,500	\$61,000	\$61,000	\$61,000	\$263,500
6. Contractual	\$6,570,458	\$9,564,000	\$9,736,000	\$6,499,000	\$32,369,458
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (add lines 1-8)	\$7,617,222	\$10,950,000	\$11,872,000	\$7,185,000	\$37,624,222
10. Indirect Costs*	\$55,167	\$57,130	\$66,120	\$41,905	\$220,322
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$ -	\$4,750,000	\$4,750,000	\$4,750,000	\$14,250,000
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
13. Total Grant Funds Requested (add lines 9-12)	\$7,772,389	\$15,857,130	\$16,788,120	\$12,076,905	\$52,494,544
14. Funds from other sources used to support the State Plan	\$10,000,000	\$22,500,000	\$20,000,000	\$12,000,000	\$64,500,000
15. Total Statewide Budget (add lines 13-14)	\$17,772,389	\$38,357,130	\$36,788,120	\$24,076,905	\$116,994,544
<u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category. <u>Column (e):</u> Show the total amount requested for all grant years. <u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6. <u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11. <u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating					

<u>Budget Table I-1: Budget Summary by Budget Category</u> (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1. For this view, we have provided just the requested amounts from the RTT-ELC grant – we have added another Table I-2a below that includes the external funding sources.

Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i>OCDEL- Department of Public Welfare</i>	\$5,656,757	\$14,001,000	\$14,291,000	\$11,221,000	\$45,169,758
<i>OCDEL- Department of Education</i>	\$1,715,631	\$2,006,130	\$1,897,120	\$1,705,905	\$7,324,786
Total Statewide Budget	\$7,372,389	\$16,007,130	\$16,188,120	\$12,926,905	\$52,494,544

Budget Table I-2a: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1. This includes external funding.

Budget Table I-2a: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i>OCDEL- Department of Public Welfare</i>	\$13,556,758	\$30,876,000	\$29,291,000	\$20,221,000	\$93,544,758
<i>OCDEL- Department of Education</i>	\$4,215,631	\$7,631,130	\$6,897,120	\$4,705,905	\$23,449,786
Total Statewide Budget	\$17,772,389	\$38,357,130	\$36,788,120	\$24,076,905	\$116,994,544

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2. For this view, we have provided just the requested amounts from the RTT-ELC grant – we have added another Table I-3a below that includes the external funding sources.*

Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Empower communities through Early Childhood Education Community Innovation Grants	\$603,816	\$4,894,600	\$4,869,600	\$4,869,600	\$15,237,616
Revise and expand Keystone STARS tiered quality rating and improvement system	\$1,491,975	\$3,119,950	\$3,544,950	\$2,869,950	\$11,026,825
Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards	\$160,301	\$241,255	\$335,870	\$201,905	\$939,331
Support effective use of comprehensive assessment systems	\$1,208,475	\$1,186,450	\$346,450	\$256,450	\$2,997,825
Promote community access, awareness, and family engagement focusing on high quality early learning	\$502,500	\$1,335,000	\$1,025,000	\$720,000	\$3,582,500
Increase access and delivery of high quality professional development of the ECE workforce	\$649,994	\$1,565,000	\$1,955,000	\$1,655,000	\$5,824,994
Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies	\$1,143,125	\$514,500	\$257,250	\$253,625	\$2,168,500
Measure outcomes to improve instruction, practices, services and policies through data system enhancements.	\$1,200,000	\$1,900,000	\$2,550,000	\$850,000	\$6,500,000
Governor's Institutes for Educators Pre-K to Grade 3	\$412,205	\$1,250,375	\$1,304,000	\$1,250,375	\$4,216,955
Total Statewide Budget	\$7,772,392	\$15,857,130	\$16,788,120	\$12,076,905	\$52,494,547

Budget Table I-3: Budget Summary by Project with external funding sources -- *Table I-3a below illustrates the total investment per project, including RTT-ELC and total external funds.*

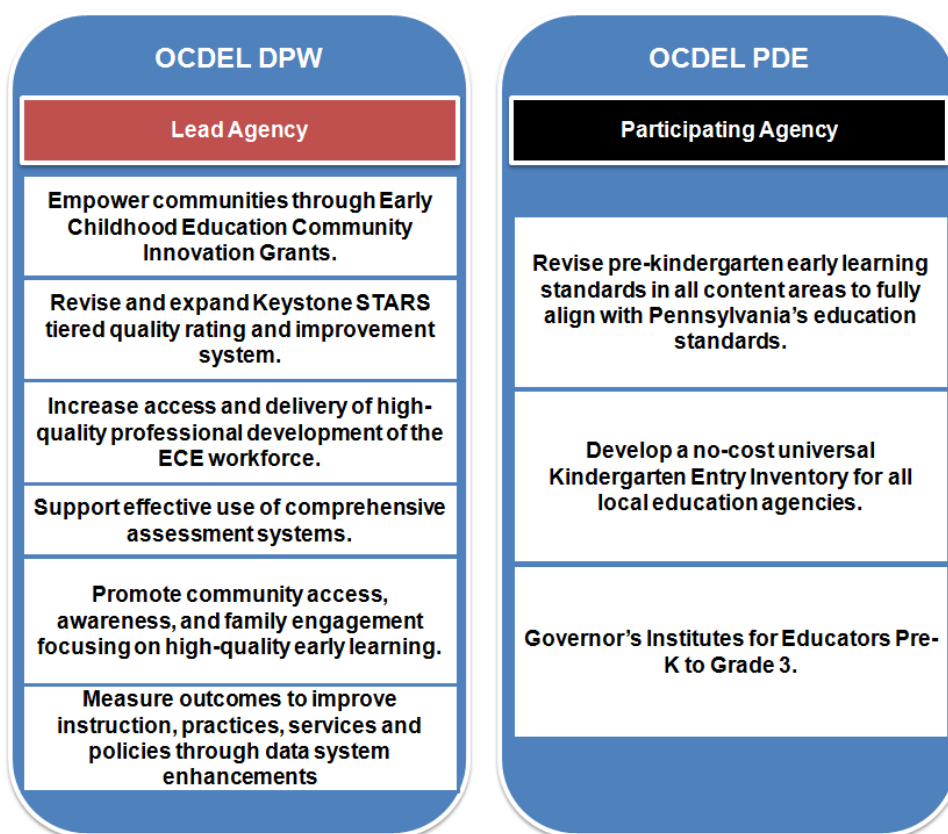
Budget Table I-3a: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Empower communities through Early Childhood Education Community Innovation Grants	\$1,353,816	\$6,582,100	\$6,369,600	\$5,769,600	\$20,075,116
Revise and expand Keystone STARS tiered quality rating and improvement system	\$2,991,975	\$6,494,950	\$6,544,950	\$4,669,950	\$20,701,825
Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards	\$910,301	\$1,928,755	\$1,835,870	\$1,101,905	\$5,776,831
Support effective use of comprehensive assessment systems	\$2,708,468	\$4,561,450	\$3,346,450	\$2,056,450	\$12,672,818
Promote community access, awareness, and family engagement focusing on high-quality early learning	\$1,627,504	\$3,866,250	\$3,275,000	\$2,070,000	\$10,838,754
Increase access and delivery of high-quality professional development of the ECE workforce	\$2,524,994	\$5,783,750	\$5,705,000	\$3,905,000	\$17,918,744
Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies	\$2,393,125	\$3,327,000	\$2,757,250	\$1,753,625	\$10,231,000
Measure outcomes to improve instruction, practices, services and policies through data system enhancements	\$1,950,000	\$3,587,500	\$4,050,000	\$1,750,000	\$11,337,500
Governor's Institutes for Educators Pre-K to Grade 3	\$912,205	\$2,375,375	\$2,304,000	\$1,850,375	\$7,441,955
Total Statewide Budget	\$17,772,389	\$38,357,130	36,788,120	\$24,076,905	\$116,994,544

Budget Part I: Narrative

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

Agencies Overview: The Office of Child Development and Early Learning (OCDEL), through its dual deputation and unique governance structure, in which all Early Learning and Development programs are housed under one office, will manage and hold sole responsibility for all projects included in the grant application. The two agencies identified in this grant application represent OCDEL’s dual deputation and are included to show how projects and costs will be allocated across the Departments of Public Welfare and Education. The two participating agencies are identified as OCDEL – DPW and OCDEL – PDE. As illustrated below, there are two agencies active in implementing Pennsylvania’s State Plan across its nine projects. For this grant the OCDEL - Department of Public Welfare (DPW) will act as the lead agency while the OCDEL - Department of Public Education (PDE) is designated as a Participating Agency.



Agencies:

1. Pennsylvania Department of Public Welfare (DPW)
2. Pennsylvania Department of Education (PDE)

RTT-ELC project titles:

As outlined in our High-Quality Plans, the following projects will be funded for the grant. These projects and corresponding investments are described in additional detail below.

1. Empower communities through Early Childhood Education Community Innovation Grants.
2. Revise and expand Keystone STARS tiered quality rating and improvement system.
3. Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards.
4. Support effective use of comprehensive assessment systems.
5. Promote community access, awareness, and family engagement focusing on high quality early learning.
6. Increase access and delivery of high quality professional development of the ECE workforce.
7. Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies.
8. Measure outcomes to improve instruction, practices, services and policies through data system enhancements.
9. Governor's Institutes for Educators Pre-K to Grade 3.

Agency	Project Responsibilities
OCDEL - Pennsylvania Department of Public Welfare (DPW)	<ul style="list-style-type: none"> • Lead agency and responsible for management of all grant activities to ensure successful outcomes at both the state and local levels: <ul style="list-style-type: none"> ○ Coordinates with Pennsylvania Department of Education. ○ Directly administers the Local ECE Community Innovation Grants as well as the relationship with the Pennsylvania Regional KEYS. • Lead accountability for managing the following projects: <ul style="list-style-type: none"> ○ Empower communities through Early Childhood Education Community Innovation Grants. ○ Revise and expand Keystone STARS tiered quality rating and improvement system. ○ Support effective use of comprehensive assessment systems. ○ Promote community access, awareness, and family engagement focusing on high quality early learning. ○ Increase access and delivery of high quality professional development of the ECE workforce. ○ Measure outcomes to improve instruction, practices, services and policies through data system enhancements. ○ Inventory for all local education agencies. • Supports the following projects which are administered by the Pennsylvania Department of Education, but still retains ultimate accountability for the overall success of the grant, including for these projects: <ul style="list-style-type: none"> ○ Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards.

Agency	Project Responsibilities
	<ul style="list-style-type: none"> ○ Develop a no-cost universal Kindergarten Entry ○ Governor’s Institutes for Educators Pre-K to Grade.
OCDEL - Pennsylvania Department of Education (PDE)	<ul style="list-style-type: none"> ● Participating agency that will manage the following projects: <ul style="list-style-type: none"> ○ Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania’s education standards. ○ Develop a no-cost universal Kindergarten Entry. ○ Governor’s Institutes for Educators Pre-K to Grade. ● PDE will serve as the primary liaison and representative for K-12 programs and school districts in Pennsylvania. ● PDE will provide support for the other RTT-ELC projects as necessary: <ul style="list-style-type: none"> ○ Empower communities through Early Childhood Education Community Innovation Grants. ○ Revise and expand Keystone STARS tiered quality rating and improvement system. ○ Support effective use of comprehensive assessment systems. ○ Promote community access, awareness, and family engagement focusing on high quality early learning. ○ Increase access and delivery of high quality professional development of the ECE workforce. ○ Measure outcomes to improve instruction, practices, services and policies through data system enhancements. ○ Inventory for all local education agencies.

Project Overview: Pennsylvania’s nine RTT-ELC projects are described below in the table that follows, including reference to the specific selection criterion each project targets. Together, these projects constitute an ambitious yet achievable State Plan. Through highly effective enterprise coordination, this portfolio of projects provides the best path forward for concurrently building statewide infrastructure while empowering local solutions that address high concentrations of Children with High Needs.

Project	Selection Criteria	State Plan Impact
Empower communities through Early Childhood Education Community Innovation Grants	(A)(3) (B)(4), (C)(2), (C)(4) Competitive Priority 5	<ul style="list-style-type: none"> ● Provides a centralized and efficient governance structure to manage, track performance and implement the State Plan. ● Ensures consistent communication across project leads and local communities. ● Provides the management team to manage and control the grant. ● Directs and coordinates the Early Childhood Education (ECE) Community Innovation Grant process; including building and coordinating processes designed to identify, improve, and scale solutions beyond the grantees. ● Through the administration of the ECE Community Innovation Grants, this project directly supports outcomes for improving access to high quality programs (B4), improving the use of comprehensive assessments (C2) and engaging / informing families (C4). ● Distributes and manages incentives to support Pennsylvania’s most

Project	Selection Criteria	State Plan Impact
		rural communities by investing in the Regional Keys with high rural populations (Competitive Priority 5).
Revise and expand Keystone STARS tiered quality rating and improvement system	(B)(1), (B)(2), (B)(3), (B)(4), (B)(5), Competitive Priority 2	<ul style="list-style-type: none"> Accelerates the enhancement and extension of the Keystone STARS that will include: <ul style="list-style-type: none"> Alignment with Pennsylvania's Learning Standards for Early Childhood Early Learning and Development Standards. Integration of TQRIS with the effective use of comprehensive assessment systems. Incorporation of the Core Knowledge Competency framework for workforce quality. Improvement of existing TQRIS system functional and data sharing / reporting functionality. Provides supports and incentives for STARS programs to serve more Children with High Needs. Provides supports to encourage non-licensed providers to participate in the TQRIS; targeting school-based and other ELDPs. Builds high inter-rater reliability while increasing the number of programs that use the Environmental Rating Scale, improving services offered to all children. Provides families, providers, and policy-makers access to better data regarding early childhood learning and development; including programs, educators and outcomes. Completes comprehensive evaluation to validate and improve the STARS program.
Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards	(C)(1)	<ul style="list-style-type: none"> Revises the Early Learning and Development Infant/Toddler and Grades 1 and 2 Standards to ensure developmental, cultural, and linguistic appropriateness. Embeds the Executive Function Skill Standards for Grades 1 and 2 on the Standards Aligned System (SAS) portal. Promotes high levels of compliance with the new Standards, by offering trainings and incorporating the Standards into professional development activities. Consistent with Pennsylvania's focus of data driven decision-making, evaluates and validates new standards.
Support effective use of comprehensive assessment systems	(C)(2)	<ul style="list-style-type: none"> Develops effective tracking and follow-up of required screening measures/ linkages to family engagement to better serve Children with High Needs. Collects reliable and comparable data for the purpose of improving decision-making at all levels (families, teachers and caregivers, program administration, and policymakers). Enhances the comprehensive assessment system to better utilize standards as its foundation while driving curricular and instructional decision making to assure quality programming and promote positive outcomes particularly for Children with High Needs.
Promote community access, awareness, and family engagement focusing on high quality early learning	(C)(4)	<ul style="list-style-type: none"> Strengthens statewide family engagement through review and revisions of our Early Learning Standards and TQRIS standards (Keystone STARS). Develops and coordinates comprehensive efforts within local communities will increase family outreach and engagement. This includes providing technical support to improve family engagement

Project	Selection Criteria	State Plan Impact
		<p>through the ECE Community Innovation Grants.</p> <ul style="list-style-type: none"> Improves and supports wider deployment of Keystone Families First tool.
Increase access and delivery of high quality professional development of the ECE workforce	(D)(1) and (D)(2)	<ul style="list-style-type: none"> Develops a coordinated and clear communication plan to support consistent, clear information for early learning professionals and Knowledge Mediators about expectations and to support access to professional development opportunities. Better integrates professionals providing home visiting services, consulting and, Early Intervention Technical Assistance with Pennsylvania's Core Knowledge Competencies. Provides Rising STARS Tuition Assistance to target educators and programs who directly serve Children with High Needs. Develops an accurate baseline of the educational status and needs of the early childhood workforce in Pennsylvania in order to develop strategies to continue to professionalize the field. Significantly enhances providers' ability to increase STAR levels by establishing consistent quality in peer mentoring efforts and making it easier for professionals and providers to navigate the Career Lattice.
Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies	(E)(1)	<ul style="list-style-type: none"> Ensures the Kindergarten Entry Inventory is universally available to all school districts by 2016. Completes and conducts a validation study of Pennsylvania's Kindergarten Entry Inventory. Leverages the Kindergarten Entry Inventory to compare data across districts, allocate and prioritize resources for early childhood programs, and inform policy, particularly in regard to closing the achievement gap.
Measure outcomes to improve instruction, practices, services and policies through data system enhancements.	(E)(2)	<ul style="list-style-type: none"> Improves system capacity and functionality available for providers, early childhood educators and the general community. Improves accessibility to information, reports and data systems through mobile-friendly tools and design. Through targeted system enhancements, improves system accessibility and usability.
Governor's Institutes for Educators Pre-K to Grade 3	Competitive Priority 4	<ul style="list-style-type: none"> Builds awareness, commitment, and collaboration between early education leaders and practitioners (0-5) and K-3 leaders and practitioners to support a continuum of high quality early learning opportunities from birth-3rd grade. Provides platform for approximately 3,050 early education leaders and practitioners to experience and share developmentally appropriate strategies for the implementation of integrated standards in early education settings (0-grade 3). Provides strategy focused information learned from grass-roots early leader leaders and practitioners to the broader state-wide population.

Project structure: The successful implementation of the State Plan will be dependent upon coordinated and highly effective project management and staffing which are described in the following table.

Project	Project Organizational Structure
Empower communities through Early Childhood Education Community Innovation Grants	<ul style="list-style-type: none"> • As outlined and described in Section A(3), a dedicated Grant Director manage and administer the grant. This resource will be supported by a dedicated, full time administrative staff person. • The Grant Director will report to the OCDEL Deputy Secretary to better ensure senior leadership is engaged and supportive of the grant. • All grant project leads and managers will report through a matrix structure to this Grant Director and concurrently to their Department leadership. • The Grant Director will have appropriate funding authorization, oversight and coordination of procurements, input into staffing decisions, and will be accountable for US Department of Education reporting. • A full time Coordinator will be hired to manage the Early Childhood Education Community Innovation Grants. This role will manage the grant production and selection process; communication to Regional entities; and will coordinate all technical assistance to grantees. This resource will also coordinate the sharing of information across the state to help foster adoption of best practices to other communities. • OCDEL will provide additional staffing and support at no cost to the grant, for communication, procurement, and contract management support.
Revise and expand Keystone STARS tiered quality rating and improvement system	<ul style="list-style-type: none"> • The Keystone STARS Project Manager will be hired to manage the enhancement and extension of the STARS program. This resource will be responsible for managing all of the activities outlined in Assurance Area B; including the redesign and implementation of the enhanced TQRIS, initiatives for local providers, technical assistance and support, and other key programs and initiatives. • Additional contracted capacity will be provided to support the expansion of the Keystone STARS system. • OCDEL will provide additional staffing and support at no cost to the grant, for communication, procurement, and contract management support.
Support effective use of comprehensive assessment systems	<ul style="list-style-type: none"> • The Early Learning Outcomes Reporting Project Manager will be hired to support the expansion of the Comprehensive Assessment. • OCDEL will provide additional staffing and support at no cost to the grant, for communication, procurement, and contract management support.

Additional contracted resources and subject matter experts are supported throughout the grant.

These contracts are described in the detailed narrative tables in the next section.

Additional budget considerations: The budget as detailed below is designed to expedite achievement of this ambitious plan through concurrent development of statewide systemic investments while fostering and empowering local innovation. Through the use of the ECE Local Innovation Grants, Pennsylvania is able to target grant funding to best serve communities that have high populations of Children with High Needs. This approach leverages and empowers local entities and organizations to build coalitions and produce highly effective local solutions. This strategic objective will be managed by a dedicated staff resource and is positioned within this grant as a top priority; thus it resides within Section (A)(3) which is focused on statewide

coordination. This priority is critical and, as such, over 20% of the budget is specifically designated as local funding to ensure this priority is well funded. The Local funds (i.e., funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners) are comprised of competitive grants of \$75,000 per grantee and up to 50 organizations will be eligible for award every year starting in 2015. As part of the grant coordination and management, the Grant Coordinator will monitor and track all grant expenditures to ensure accountability, performance, and improved outcomes at the local level. In addition, this resource will support convening of community stakeholders and sharing of best practices to build capacity across the state. Supporting this strategy of local engagement and empowerment, Pennsylvania is allocating an additional \$250,000 per year to four Regional Keys that have a high rural population to ensure rural communities are well supported (as outlined in Competitive Priority 5).

In addition to supporting this emphasis on local engagement and empowerment, Pennsylvania is focused on major investments in systemic capacity and systems. These one-time investments provide a long term impact and are sustainable for the longer term. These investments include the expansion of the Rising STARS (TQRIS) system; enhanced use of the Comprehensive Assessment system; improvement of technology and data systems; revision and improvement of standards; and refinement of the Kindergarten Entry Inventory. In addition, Pennsylvania will invest \$1M annually in the Rising STARS Tuition Assistance Program that will target educators and programs who directly serve Children with High Needs. Combined with the local strategy – these investments provide the systemic connectivity necessary for improving access, quality and outcomes; especially for Children with High Needs.

Complimenting these strategic investments, Pennsylvania is investing over \$4 million to the Governor's Institute that is designed to continue and expand efforts at supporting local collaborations between early education (0-5) and K-3 educators. These institutes will increase awareness and commitment across key stakeholders to support a continuum of high quality early learning opportunities from birth-3rd grade, and will strengthen the effectiveness of early childhood and early elementary educators. This investment ensures Competitive Priority is not only well funded but builds sustainability through professional development capacity building and sharing of best practices.

Regarding professional development investments, this budget assumes long-term, RTT-ELC specific training is not necessary to effectively implement this State Plan. Accordingly, the budget does not include training stipends although funding is provided for travel and other expenses for training programs and events. It is also important to note that Pennsylvania currently provides significant financial incentives and scholarships for ECE professionals through existing funding, reducing the need for these important programs to be funded from the RTT-ELC grant.

Finally, this budget is designed to impact Children with High Needs. This is accomplished by using ECE Local Innovation Grants that specifically target communities that have high populations of these children while building highly effective family engagement programs that help provide awareness of and access to higher quality programs, systems, and data. This State Plan, including its budget, was devised through an on-going and collaborative effort that included senior representation from state leadership, local partners, providers, private foundations, post-secondary institutions, non-profits, children's advocacy groups, business partners, and others. This budget for this State Plan is the result of this work which will yield ambitious yet achievable benefits for the children and families to be served.

BUDGET PART II: BUDGETS FOR EACH PENNSYLVANIA AGENCY

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*

In the sections that follow, tables detail the budget categories and project budgets allocated to both of the Pennsylvania agencies involved in executing the State Plan. For each agency, there are detailed explanations for every budget category line item. Before presenting those detailed financial tables and corresponding line item explanations, this overview discussion summarizes the following:

- How each agency plans to organize its operations to manage the RTT-ELC funds and accomplish the work set forth in the MOUs and scopes of work;
- Explanations of each agency's roles and responsibilities; and
- An explanation of how the proposed projects annual budgets were derived.

These topics are discussed for the collective group of agencies as the State Plan was developed collaboratively. Decisions were not made in isolation. Rather, the impact to the overall State Plan and, importantly, the impact to the children served guided the united efforts of the planning team. The team itself was diverse and encompassed a broad array of state, local, provider, non-profit, foundation, and business perspectives, among others.

Agencies organization: The following table outlines the Project Organizational Structure for each of the two agencies who are involved in managing this grant.

Agency	Project Organizational Structure
<p>OCDEL – Department of Public Welfare</p> <p>(OCDEL- DPW)</p>	<ul style="list-style-type: none"> As outlined and described in Section (A)(3), the lead agency for the RTT-ELC grant will be OCDEL through the Department of Public Welfare (DPW). As described above, new staff will be hired to support existing personnel. These RTT-ELC specific new hires include the following: <ul style="list-style-type: none"> Grant Director Administrative Support ECE Local Community Innovation Grant Project Manager STARS Expansion Project Manager (TQRIS) ELOR Project Manager (Comprehensive Assessment) The Grant Director will report to the OCDEL Deputy Secretary to ensure senior sponsorship and engagement. The Administrative Support role and the ECE Local Community Innovation Grant Project Manager will both report to the Grant Director. The Director will also be responsible for ensuring ongoing close coordination and oversight of all grant activities and grant staffing across all projects. Pennsylvania will use a matrix organization structure, meaning all project leads (including the STARS Expansion and the ELOR Project Managers) will report to the Grant Director but also to OCDEL and PDE supervisors as designated. The Grant Director will follow a decision making process that engages senior leadership within DPW and PDE and escalates major decisions to state leadership as appropriate. OCDEL-DPW will identify existing personnel to act as project leads for the following projects: <ul style="list-style-type: none"> Support effective use of comprehensive assessment systems. (Additional staff will be required to manage this project in addition to the ELOR Project Manager) Promote community access, awareness, and family engagement focusing on high quality early learning. Increase access and delivery of high quality professional development of the ECE workforce. Measure outcomes to improve instruction, practices, services and policies through data system enhancements. OCDEL-DPW will provide additional staffing and support at no cost to the grant, for communication, procurement, and contract management support.
<p>OCDEL – Pennsylvania Department of Education</p> <p>(OCDEL-PDE)</p>	<ul style="list-style-type: none"> OCDEL will be a partner and will support all projects of the RTT-ELC grant but will specifically manage the following key projects. <ul style="list-style-type: none"> Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania’s education standards. (Additional staff will be required to manage this project in addition to the ELOR Project Manager) Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies. Governor’s Institutes for Educators Pre-K to Grade 3. OCDEL-PDE will identify existing personnel to act as project leads for these projects who will report to both the Grant Director as well as their respective supervisor. OCDEL-DPW will provide additional staffing and support at no cost to the grant, for communication, procurement, and contract management support.

Agencies roles and responsibilities: The Budget Part I, Agency Overview narrative, outlined roles and responsibilities for OCDEL-DPW and OCDEL-PDE above.

Budget Process: As mentioned previously, the planning team included senior representation from early childhood learning and development community stakeholders across Pennsylvania. This effort began in 2011 with the RTT-ELC Round 1 competition and has continued over the past two years as Pennsylvania has continued making progress despite the 2011 RTT-ELC outcome.

Working groups with deep subject matter expertise began meeting and collaborating in 2013 once draft guidance was announced to begin planning for how Pennsylvania could make the best investments in improving outcomes for Children with High Needs.

These working groups formed within OCDEL included subject matter experts, and community representatives, and guided by OCDEL senior leadership who agreed on the strategic priorities for the RTT-ELC grant. Once the goals and objectives were completed, team leads were assigned to build High-Quality Plans for each project that identified the key funding priorities and requirements. Through a collaborative process, the team leads shared and refined their plans to build consistent plans and integrated plans that were ambitious yet achievable. Using these plans, a detailed budget was created for each project, which was further reviewed to validate financial assumptions and challenge estimates; including gathering third party estimates. Additional expertise, including Pennsylvania Human Resource personnel, was engaged to verify salary estimates for proposed hires. In addition, assumptions for travel expenses, technology system contractual costs; and implementation and integration costs were evaluated during this process. Additionally, the experiences of other Round 1 and 2 states were elicited to refine financial estimates.

In the end, Pennsylvania has developed a unified budget, comprised of nine projects across the two primary agencies. This budget will be managed by Grant Director which will help to ensure clear accountability of every financial investment. The active engagement of both agency's personnel and leadership teams will ensure on-the-ground execution and senior level sponsorship. The process used to develop the State Plan budget, including the budgets for each agency, helps to cement ongoing collaboration, commitment and achievement of the results using the resources enumerated. The financial tables for each agency and the detailed explanations of budget category line items follow.

BUDGET PART II: OCDEL – Pennsylvania Department of Public Welfare

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>OCDEL – Pennsylvania Department of Public Welfare</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$176,237	\$300,000	\$300,000	\$300,000	\$1,076,237
2. Fringe Benefits	\$111,027	\$189,000	\$189,000	\$189,000	\$678,027
3. Travel	\$98,500	\$61,000	\$61,000	\$61,000	\$281,500
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$71,000	\$61,000	\$61,000	\$61,000	\$254,000
6. Contractual	\$5,099,994	\$8,540,000	\$8,830,000	\$5,760,000	\$28,229,994
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
9. Total Direct Costs (add lines 1-8)	\$5,956,758	\$9,001,000	\$10,041,000	\$5,521,000	\$30,519,758
10. Indirect Costs*	\$-	\$-	\$-	\$-	\$-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$4,750,000	\$4,750,000	\$4,750,000	\$14,250,000
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
13. Total Grant Funds Requested (add lines 9-12)	\$6,056,758	\$13,851,000	\$14,891,000	\$10,371,000	\$45,169,758
14. Funds from other sources used to support the State Plan	\$7,500,000	\$16,875,000	\$15,000,000	\$9,000,000	\$48,375,000
15. Total Budget (add lines 13-14)	\$13,556,758	\$30,726,000	\$29,891,000	\$19,371,000	\$93,544,758
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>OCDEL – Pennsylvania Department of Public Welfare</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant. For this view, we have provided just the requested amounts from the RTT-ELC grant – we have added another Table II-2a below that includes the external funding sources.

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) OCDEL – Pennsylvania Department of Public Welfare					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Empower communities through Early Childhood Education Community Innovation Grants	\$603,816	\$4,894,600	\$4,869,600	\$4,869,600	\$15,237,616
Revise and expand Keystone STARS tiered quality rating and improvement system	\$1,491,975	\$3,119,950	\$3,544,950	\$2,869,950	\$11,026,825
Support effective use of comprehensive assessment systems	\$1,208,475	\$1,186,450	\$346,450	\$256,450	\$2,997,825
Promote community access, awareness, and family engagement focusing on high quality early learning	\$502,500	\$1,335,000	\$1,025,000	\$720,000	\$3,582,500
Increase access and delivery of high quality professional development of the ECE workforce	\$649,994	\$1,565,000	\$1,955,000	\$1,655,000	\$5,824,994
Measure outcomes to improve instruction, practices, services and policies through data system enhancements.	\$1,200,000	\$1,900,000	\$2,550,000	\$850,000	\$6,500,000
Total Budget	\$5,656,757	\$14,001,00	\$14,291,000	11,221,000	\$45,169,760

Budget Table II-2a: Participating State Agency Budget By Project – including external funding sources.

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) OCDEL – Pennsylvania Department of Public Welfare					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Empower communities through Early Childhood Education Community Innovation Grants	\$1,353,816	\$6,582,100	\$6,369,600	5,769,600	\$20,075,116
Revise and expand Keystone STARS tiered quality rating and improvement system	\$2,991,975	\$6,494,950	\$6,544,950	\$4,669,950	\$20,701,825
Support effective use of comprehensive assessment systems	\$2,708,468	\$4,561,450	\$3,346,450	\$2,056,450	\$12,672,818
Promote community access, awareness, and family engagement focusing on high-quality early learning	\$1,627,504	\$3,866,250	\$3,275,000	\$2,070,000	\$10,838,754
Increase access and delivery of high-quality professional development of the ECE workforce	\$2,524,994	\$5,783,750	\$5,705,000	\$3,905,000	\$17,918,744
Measure outcomes to improve instruction, practices, services and policies through data system enhancements.	\$1,950,000	\$3,587,500	\$4,050,000	\$1,750,000	\$11,337,500
Total Budget	\$13,156,758	\$30,876,000	\$29,291,000	\$20,221,000	\$93,544,758

For simplification in the detailed category budget tables, we have abbreviated the projects to the following:

Project	Abbreviation
Empower communities through Early Childhood Education Community Innovation Grants.	Grant Management and Local Grant Coordination
Revise and expand Keystone STARS tiered quality rating and improvement system.	Keystone STARS (TQRIS)
Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards.	Standards
Support effective use of comprehensive assessment systems.	Comprehensive Assessment
Promote community access, awareness, and family engagement focusing on high quality early learning.	Family and Community Engagement
Increase access and delivery of high quality professional development of the ECE workforce.	Workforce
Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies.	Kindergarten Entry Inventory
Measure outcomes to improve instruction, practices, services and policies through data system enhancements.	Systems
Governor's Institutes for Educators Pre-K to Grade 3.	Governor's Institute

Personnel:

Description	Project	Estimating Basis	Total
Grant Director to manage the RTT-ELC Grant activities and the State Plan. Full time resource staffed through the duration of the grant. Salary based on State pay scales.	Grant Management and Local Grant Coordination	Estimate full time resource at \$65k/year over 45 months	\$243,744.00
Support staff to support the Grant Director. Salary based on State pay scales.	Grant Management and Local Grant Coordination	Estimate full time resource at \$40k/year over 45 months	\$149,997.00
ECE Innovative Community Grant Director to manage the grant-making process for the ECE Innovative Community Grants. Salary based on State pay scales.	Grant Management and Local Grant Coordination	Estimate full time resource at \$65k/year over 44 months	\$227,496.00
Rising STARS Expansion Project Manager to manage the TQRIS activities. Salary based on State pay scales.	Keystone STARS (TQRIS)	Estimate full time resource at \$65k/year over 42 months	\$227,500.00
Project Manager to manage the ELOR implementation as part of the Comprehensive Assessment. Salary based on State pay scales.	Comprehensive Assessment	Estimate full time resource at \$65k/year over 42 months	\$227,500.00

Fringe Benefits:

Description	Estimating Basis	Total
Employee State Benefits for Personnel	Calculated at 63% of base salary	\$678,026.79

Travel:

Description	Project	Estimating Basis	Total
In-State travel costs to determine, convene stakeholder group/listening tours in potential ECE Community Innovative Grant areas	Grant Management and Local Grant Coordination	Estimated at 10 meetings at \$2500/meeting.	\$25,000
In-State travel costs to convene ECE Community Innovative Grant area stakeholders to share, learn, modify and improve services	Grant Management and Local Grant Coordination	Estimated at \$20k/travel for Years 2-4.	\$60,000
In-State travel costs to support community engagement through site visits, community meetings, and other activities.	Grant Management and Local Grant	Estimated at \$6,000/Year	\$24,000

Description	Project	Estimating Basis	Total
	Coordination		
In-State travel costs for the workgroup of Regional Key, Pennsylvania Key, OCDEL, Early Intervention Technical Assistance and Environment Rating Scale Assessors to make recommendations about considerations of differentiated monitoring for QRIS and/or frequency of renewal and environment rating scales.	Keystone STARS (TQRIS)	Estimated at \$15k/year over 4 years	\$60,000
In-State travel costs to determine convene stakeholder group to revise "Partnerships for Learning" Early Learning Standards to reflect 7 key elements identified in family engagement crosswalk. Partnership standards will be written to be inclusive of all program types in Pennsylvania.	Family and Community Engagement	Estimated at \$500 per family leader with an assumption 5 leaders	\$2,500
In-State travel costs to orient Community Based Teams to RTT-ELC Community Initiatives	Family and Community Engagement	Estimated at \$1500/meeting for 10 meetings	\$15,000
In-State travel costs for the Annual Statewide Family Engagement Summit	Family and Community Engagement	Estimated at \$20,000 for travel stipends	\$80,000
In-State travel costs to conduct focus groups among Family Engagement pilots and LEARN partners on features, content using beta Keystone Families First	Family and Community Engagement	Estimated at \$1500/meeting for 10 meetings	\$15,000

Supplies:

Description	Project	Estimating Basis	Total
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within OCDEL-DPW; Incurred annually	Grant Management and Local Grant Coordination; Keystone STARS (TQRIS); and Comprehensive Assessment	Estimated at \$500 for every FTE. (5 FTE)	\$10,000
Supplies for the TQRIS working group meetings.	Keystone STARS (TQRIS);	Estimated at \$15,000 each year. Includes materials and other supplies	\$60,000
Materials for the Partner with Food and Nutrition mini-grants.	Keystone STARS (TQRIS);	Mini grant materials estimated at 2 per county @	\$134,000

Description	Project	Estimating Basis	Total
		\$33,500/year	
Materials for meetings to help Community Based Teams to RTT-ELC Community Initiatives.	Family and Community Engagement	Estimated at \$500/meeting with 10 meetings (1/region)	\$5,000
Materials for Annual Statewide Family Engagement Summit.	Family and Community Engagement	Estimated at \$10K for supplies and materials/summit per year	\$40,000

Contractual:

Description	Project	Estimating Basis	Total
Professional services to identify and contract Pennsylvania Regional Key Coordinators to administer the grant process locally.	Grant Management and Local Grant Coordination	Estimate of 10 contractors utilized at \$40k over 3 years	\$1,200,000
Professional services to develop and launch a shared portal in order to mechanize sharing amongst selected ECE Community Innovative Grant areas	Grant Management and Local Grant Coordination	Estimate of \$50k for website development upon IT system estimate	\$50,000
Professional services to perform independent annual audit on overall effectiveness of the grant. Occurs once a year for three months starting Year 2.	Grant Management and Local Grant Coordination	Estimate at \$50k per year starting year 2	\$150,000
Professional services to revise the STARS Standards and update associated documents to include a certification at STAR 1 (include revisions to Family Engagement Standards)	Keystone STARS (TQRIS)	Contracted support costs at \$25,000	\$25,000
Professional services for professional development delivered regarding changes to standards	Keystone STARS (TQRIS)	Contracted support costs at \$25,000	\$25,000
Professional services to design and implement system modifications Keystone STARS – 5 STARS. This includes design and implementation of the integration with STARS and the licensing system. Specifically includes PELICAN Child Care Works, PELICAN Keys to Quality, and Online Provider Search	Keystone STARS (TQRIS)	System contract cost at \$950k for year 1 and 2	\$1,900,000

Description	Project	Estimating Basis	Total
Professional services to complete meta-analysis of data to determine changes to the STARS standards sources to include data from SMART, National research, stakeholders and National QRIS. Consider all standards related to Early Learning Standards, Comprehensive Assessment, Staff qualifications; Family engagement, Health promotion and effective data practices.	Keystone STARS (TQRIS)	Estimate of contracted resource at 333 hours at \$150/hour	\$50,000
Professional services to develop and implement training and messaging plan about STARS expansion - Regional Key, providers & advocates	Keystone STARS (TQRIS)	Contracted training costs estimated at \$50,000 for year 1	\$50,000
Professional services to develop and implement an informational campaign to provide information related to the new STARS Strategy	Keystone STARS (TQRIS)	Contracted communication support at \$75,000	\$75,000
Professional services to evaluate monitoring and rating structure to determine staff complement need and amend contracts to reflect increased provider capacity	Keystone STARS (TQRIS)	Increased contractual support for \$400k/year over 4 years	\$1,600,000
Professional services to pilot and analyze the virtual scales of the Environment Rating Scale system to enhance program's Adult-Child Interaction	Keystone STARS (TQRIS)	Contract cost estimated at \$250k	\$250,000
Professional services to implement the virtual scales of the Environment Rating Scale system to enhance program's Adult-Child Interaction	Keystone STARS (TQRIS)	Contracted cost estimated at \$150k	\$150,000
Professional services to review and update marketing materials around Keystone STARS to ensure it conveys to the correct message	Keystone STARS (TQRIS)	Contracted cost estimated at \$75k	\$75,000
Professional services to develop modules for shared services alliance to support replication in regions.	Keystone STARS (TQRIS)	Contracted cost estimated at \$50k	\$50,000
Professional services to provide training on Environment Rating Scale, to Licensed Nursery Schools, Early Intervention and School District into Keystone STARS	Keystone STARS (TQRIS)	Contracted cost estimated at \$250k	\$250,000

Description	Project	Estimating Basis	Total
Professional services to update SMART Database (web-based system for tracking Monitoring/Designation inter-rater reliability)	Keystone STARS (TQRIS)	Estimate of \$200k based upon other system estimates	\$200,000
Professional services to complete evaluation of children's outcomes related to STAR level using a standardized assessment	Keystone STARS (TQRIS)	Estimate of \$1M annually starting year 3	\$2,000,000
Professional services to create and implement a plan for intentional developmental, behavioral and health screening follow-up with families. This plan may include updates to program standards and Good, Better, Best documents, as well as a means to track follow-up with families. This will also be part of ECE Innovation Zone work.	Comprehensive Assessment	Contracted costs estimated at \$125/hour at 200 hours	\$25,000
Professional services to research currently available referral systems across state agencies and develop an integrated referral system and database that would provide information to families about all appropriate developmental, behavioral, and health resources. (Examples of current referral systems include CONNECT (EI), Special Kids Network (DOH)).	Comprehensive Assessment	Contracted cost estimated at \$1.5M	\$1,500,000
Professional services to refine alignment/scoring processes to address recommendations from expert review of Early Learning Outcomes Reporting (ELOR) strategy	Comprehensive Assessment	Contracted training costs at \$50k	\$50,000
Professional services to refine ELOR frameworks, roll out ELOR with refined frameworks and processes, analyze outcomes to validate consistency across tools, generate recommendations for ELOR strategy	Comprehensive Assessment	Contracted costs at \$200k	\$200,000
Create and Implement Professional Development Plan to assure collection of reliable data across approved assessment tools	Comprehensive Assessment	Contracted training costs at \$200k	\$200,000
Professional services to communicate results of recommendations for overall ELOR strategy	Comprehensive Assessment	Estimated material / dissemination costs at \$50K	\$50,000

Description	Project	Estimating Basis	Total
Professional services to design and implement training modules on comprehensive assessment, including a focus on use of data to inform continuous improvements and instruction	Comprehensive Assessment	Contracted training costs at \$300K	\$300,000
Professional services to produce Family Engagement Consultant responsibilities: strategies to measure Family Engagement Project outcomes, provide training and technical assistance related to Family Engagement Project, development sustainability plans and plans for scaling up efforts.	Family and Community Engagement	Estimate of a contract value of \$100k/over 3.5 years	\$350,000
Professional services to support Community-Based Family Engagement Team Development; completion and evaluation of Community Family Engagement Self Assessment; development of Community Family Engagement Action Plans	Family and Community Engagement	Contracted communication and planning support (supports Innovation grant manager focused on FEP). Estimate of 160 hours of support at \$125/hour.	\$20,000
Professional services for the identification and documentation of strategies that work related to development a community-based approach to Family Engagement. Including, strategies, activities, materials etc.	Family and Community Engagement	Contracted research analyst team (2 contractors engaged from 1/1/15 to 12/31/17). Estimate of \$90k/year/resource.	\$540,000
Professional services to support the Annual Statewide Family Engagement Summit	Family and Community Engagement	Event Coordination for \$10k.	\$10,000
Professional services to distribute statewide resources and materials developed through Family Engagement Project	Family and Community Engagement	Estimate of \$25k for postage and \$50k for materials production	\$75,000
Professional services to produce the RFP that includes the requirements and design specifications for Keystone Families First Application.	Family and Community Engagement	Contracted cost of \$50K for the production of the RFP and associated requirements	\$50,000
Professional services to develop and implement Keystone Families First application per specifications. Phase 1 will be focused on English language.	Family and Community Engagement	Estimate of \$500k for the phase 1 development of Keystone Families First	\$500,000
Professional services to translate	Family and	Estimate of \$450k for	\$450,000

Description	Project	Estimating Basis	Total
Keystone Families First into Spanish; identify and/or create reliable resources in Spanish	Community Engagement	both system and language translation	
Professional services to develop facilitator guides for professionals working with families, workbooks and other materials recommended by focus groups – English	Family and Community Engagement	Contracted support costs estimated at \$250k	\$250,000
Professional services to provide targeted training, outreach, and materials such as kiosks and brochures on using Keystone Families First with families in targeted zones; use experience to design statewide training which can be part of the family engagement strategies training	Family and Community Engagement	Contracted support costs estimated at \$225k	\$225,000
Professional services to implement statewide marketing and outreach-English	Family and Community Engagement	Contracted support costs estimated at \$240k	\$240,000
Professional services to develop facilitator guides for professionals working with families, workbooks and other materials recommended by focus groups – Spanish	Family and Community Engagement	Contracted support costs estimated at \$50k	\$50,000
Professional services to implement statewide marketing and outreach-Spanish	Family and Community Engagement	Contracted support costs estimated at \$250k	\$250,000
Professional services to coordinate local communities through targeted support zones to host community forums to share Keystone Families First and possible next steps as a community to meet their early learning needs	Family and Community Engagement	Local funding allocation - provide \$100k to each key starting Year 2 through Year 4	\$300,000
Professional services to identify and/or create family groups in local communities that mobilize to help identify their early learning needs and collaborate with other agencies/entities to make sure they are being met	Family and Community Engagement	Local funding allocation - provide \$10k to each key starting Year 2 through Year 4	\$30,000
Professional services to enhance workforce registry to include home visitor competencies	Workforce	System estimate at \$100k	\$100,000
Professional services to research, identify and implement coursework for Rising STARS Peer Mentor Certification, Consultation Master	Workforce	Contracted estimate at \$300k	\$300,000

Description	Project	Estimating Basis	Total
Certification and Credential linked to CKC including content related to working with Children with High Needs.			
Professional services to create and implement a system of targeted incentives, support Higher Ed and PD Organizations and instructors in transitioning coursework to align with the CKC's with priority given to coursework targeted for serving Children with High Needs	Workforce	Contract at \$100k/year for 3 years to support PD for Innovation Grants.	\$300,000
Professional services (Workforce Communications Coordinator) to design and implement Workforce Initiatives communication plan to include Core Knowledge Competencies (CKCs), Workforce Registry changes, and all other workforce initiatives	Workforce	Contract at \$100k/year for 3 years to support PD for Innovation Grants. Estimate at 45 months.	\$374,997
Professional services (Instructional Design Contactor) to develop and implement infant/toddler framework and credential and embed in various levels of the Career Lattice	Workforce	Contracted cost at \$100k/year over 45 months.	\$374,997
Professional services to link technical assistance to CKC's for Learning Management System (LMS) integration	Workforce	Estimate of \$500k for systems development costs	\$500,000
Professional services to recruit and contract highly qualified contractor to enhance existing Technical Assistance (TA) models to support Continuous Quality Improvement (CQI) planning, implementation and systems of sustainability in early learning programs	Workforce	Contracted cost at \$125k/year starting year 2	\$375,000
Professional services to increase delivery/access to high quality technology-based professional development including STAR Level Professional Development (PD) Packages targeted to communities with high risk children	Workforce	System estimate at \$300k	\$300,000
Professional services to develop a consumer rating system for professional development	Workforce	Estimated at \$100,000 / year.	\$300,000

Description	Project	Estimating Basis	Total
Professional services to enhance Workforce Registry data linkage systems to build on existing PD systems and integrate with other appropriate state systems including Early Intervention Technical Assistance (EITA) LMS	Workforce	Contracted at \$100,000	\$100,000
Incentives directed at higher education institutes to provide Rising STARS Tuition Assistance Program targeting educators and programs who directly serve Children with High Needs.	Workforce	Incentives offered at \$1M per year for three years starting Year 2.	\$3,000,000
Professional services to improve the data set included in the State Longitudinal Data System to include all children participating in an OCDEL-funded program – i.e. Child Care Works and Keystone STARS providers and programs with 1 STAR.	Systems	Professional IT estimated cost of \$950,000.	\$950,000
Professional services to design and implement Spanish correspondence for Child Care Works better information	Systems	Professional IT estimated cost of \$1M	\$1,500,000
Professional services to design enhancements to Online Provider/Program Search functions to improve accessibility for parents	Systems	Professional IT estimated cost of \$650,000.	\$650,000
Professional services to design and expand PELICAN reporting capabilities; including building dashboards for provider and community (SLDS reports)	Systems	Professional IT estimated cost of \$1.4M.	\$1,400,000
Professional services to design mobility tools designed to improve access for families. This includes mobile-friendly web design for PKC, ELN, Online Provider Search, etc.	Systems	Professional IT estimated cost of \$700,000.	\$700,000

Description	Project	Estimating Basis	Total
Professional services to design and implement data upload functionality for providers and grantees designed to streamline data management. Specifically designed to improve the PELICAN Child Care Works for Online Attendance Invoices/Tracking and the PELICAN Early Learning Network child enrollments	Systems	Professional IT estimated cost of \$1.3M.	\$1,300,000
Professional services to implement changes to the Workforce registry system to improve accessibility and data reporting.	Systems	Professional IT estimated cost of \$500,000.	\$500,000
Professional services to provide subsidies and support to non-licensed providers, as outlined in Competitive Priority 2	Competitive Priority 2 Keystone STARS (TQRIS)	Estimate of \$250k per year starting year 2.	\$750,000
Professional services to provide subsidies and support to non-licensed providers, as outlined in Competitive Priority 2	Competitive Priority 2 Keystone STARS (TQRIS)	Estimate of \$250k per year starting year 2.	\$750,000
Professional services to provide sub grants to support to four Regional Keys who serve high rural populations	Competitive Priority 5 Grant Management and Local Grant Coordination	Allocation of \$265k to 4 Regional Keys over 4 years.	\$1,060,000

Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners:

Description	Project	Estimating Basis	Total
Conduct RFP evaluation process and award annual grants to 50 communities	Grant Management and Local Grant Coordination	Estimate of 50 grants by \$75k/year	\$11,250,000

Analyze and update the program incentives for participation in Keystone STARS for various provider types	Keystone STARS (TQRIS)	Estimate of \$1M / Year for incentives starting year 2	\$3,000,000
--	------------------------	--	-------------

Technical Assistance

Description	Project	Estimating Basis	Total
Engage in sharing effective program practices and solutions and collaboratively solving problems through technical assistance workshops with US Departments of Education and Human Services	Grant Management and Local Grant Coordination	Estimated at \$100k per year with a maximum (Federal Minimum) of \$400k	\$400,000

Other Funds

Description
<p>A total of \$48,375,000 of existing and state funds has been applied to support the State Plan for OCDEL-DPW. This is allocated across the DPW projects over the four years. The following represents total allocations over four years.</p> <p>Governance and Coordination: \$4,837,500 (10%). TQRIS: \$9,675,000 (20%) Comprehensive Assessment: \$9,675,000 (20%) Family Engagement: \$7,256,250 (15%) Workforce: \$12,093,750 (25%) Data Systems: \$4,837,500 (10%)</p>

BUDGET PART II: OCDEL – Pennsylvania Department of Education

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>OCDEL – Pennsylvania Department of Education</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$180,500	\$925,000	\$925,000	\$925,000	\$2,955,500
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$9,500	\$-	\$-	\$-	\$9,500
6. Contractual	\$1,470,464	\$1,024,000	\$906,000	\$739,000	\$4,139,464
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$11,000	\$11,000	\$11,000	\$11,000	\$44,000
9. Total Direct Costs (add lines 1-8)	\$1,660,464	\$1,949,000	\$1,831,000	\$1,664,000	\$7,104,464
10. Indirect Costs*	\$55,167	\$57,130	\$66,120	\$41,905	\$220,322
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$-	\$-	\$-	\$-
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
13. Total Grant Funds Requested (add lines 9-12)	\$1,715,631	\$2,006,130	\$1,897,120	\$1,705,905	\$7,324,786
14. Funds from other sources used to support the State Plan	\$2,500,000	\$5,625,000	\$5,000,000	\$3,000,000	\$16,125,000
15. Total Budget (add lines 13-14)	4,215,631	\$7,631,130	\$6,897,120	\$4,705,905	\$23,449,786
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) OCDEL – Pennsylvania Department of Education					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan. <u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant. <u>Line 13:</u> This is the total funding requested under this grant. <u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant. For this view, we have provided just the requested amounts from the RTT-ELC grant – we have added another Table II-2a below that includes the external funding sources.

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) OCDEL – Pennsylvania Department of Education					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards	\$160,301	\$241,255	\$335,870	\$201,905	\$939,331
Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies	\$1,143,125	\$514,500	\$257,250	\$253,625	\$2,168,500
Governor's Institutes for Educators Pre-K to Grade 3	\$412,205	\$1,250,375	\$1,304,000	\$1,250,375	\$4,216,955
Total Budget	\$1,715,631	\$2,006,130	\$1,897,120	\$1,705,905	\$7,324,786

Budget Table II-2a: Participating State Agency Budget By Project including external funding.

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) OCDEL – Pennsylvania Department of Education					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Revise pre-kindergarten early learning standards in all content areas to fully align with Pennsylvania's education standards	\$910,301	\$1,928,755	\$1,835,870	\$1,101,905	\$5,776,831
Develop a no-cost universal Kindergarten Entry Inventory for all local education agencies	\$2,393,125	\$3,327,000	\$2,757,250	\$1,753,625	\$10,231,000
Governor's Institutes for Educators Pre-K to Grade 3	\$912,205	\$2,375,375	\$2,304,000	\$1,850,375	\$7,441,955
Total Budget	\$4,215,631	\$7,631,130	\$6,897,120	4,705,905	\$23,449,786

SUPPORTING NARRATIVE FOR THE OCDEL – PENNSYLVANIA DEPARTMENT OF EDUCATION**Travel:**

Description	Project	Estimating Basis	Total
Convene Infant / Toddlers stakeholder group to begin work	Standards	Estimate of \$8000 for travel. 40 participants at \$200	\$8,000
Convene Standards stakeholder group to begin work	Standards	Travel estimated at \$1500/meeting for 5 meetings	\$7,500
Convene stakeholder group to begin work on development of training for I/T and Pre-K standards with a deeper focus on intentional implementations, and conceptual framework of a standards aligned system	Standards	Travel estimated at \$1500/meeting for 5 meetings	\$7,500
Train certified PQAS instructors on new modules	Standards	Travel estimated at \$1500/meeting for 5 meetings	\$7,500
Convene focus groups to assess areas for improvement for the KEI system.	Kindergarten Entry Inventory	Travel estimated at \$500/participant for 2 days of travel for 50 participants	\$50,000
Convene focus groups (including Cohort 1 teachers and school district stakeholders) to assess areas for improvement for the KEI system.	Kindergarten Entry Inventory	Travel estimated at \$500/participant for 2 days of travel for 50 participants	\$50,000
Convene focus groups (including Cohort 2 teachers and school district stakeholders) to assess areas for improvement for the KEI system.	Kindergarten Entry Inventory	Travel estimated at \$500/participant for 2 days of travel for 50 participants	\$50,000
Convene focus groups (including Cohort 3 teachers and school district stakeholders) to assess areas for improvement for the KEI system.	Kindergarten Entry Inventory	Travel estimated at \$500/participant for 2 days of travel for 50 participants	\$50,000
Implement week long Summer Governor's STEM Institute with COHORT 1 (up to 100 people/ original 50 participates plus addition attendees)	Competitive Priority 4	Travel estimated at \$200/participant/day over 5 days (100 participants)	\$100,000
Implement 4, week long Summer Governor's STEM Institutes with COHORT 2	Competitive Priority 4	Travel estimated at \$175/participant/day over 5 days (250 participants) X 4 groups for \$875k	\$875,000
Implement 4, week long Summer	Competitive	Travel estimated at	\$875,000

Description	Project	Estimating Basis	Total
Governor's STEM Institutes with COHORT 3	Priority 4	\$175/participant/day over 5 days (250 participants) X 4 groups for \$875k	
Implement 4, week long Summer Governor's STEM Institutes with COHORT 4	Competitive Priority 4	Travel estimated at \$175/participant/day over 5 days (250 participants) X 4 groups for \$875k	\$875,000

Supplies:

Description	Project	Estimating Basis	Total
Supplies and materials for the Infant / Toddlers stakeholder group to begin work.	Standards	Estimate of \$2,000 for event supplies	\$2,000
Supplies and materials for the Standards stakeholder group to begin work.	Standards	Supplies at \$500/meeting with 5 meetings	\$2,500
Supplies and materials to convene stakeholder group to begin work on development of training for I/T and Pre-K standards with a deeper focus on intentional implementations, and conceptual framework of a standards aligned system.	Standards	Supplies at \$500/meeting with 5 meetings	\$2,500
Supplies and materials to train certified PQAS instructors on new modules	Standards	Supplies at \$500/meeting with 5 meetings	\$2,500

Contractual:

Description	Project	Estimating Basis	Total
Professional services to print revised 2014 Infant/Toddler Standards	Standards	Contracted production cost estimated at \$35,000	\$35,000
Professional services to disseminate 2014 Infant/Toddler Standards	Standards	Estimated at \$23,800 for dissemination	\$23,800
Professional services to print revised 2015 grades 1 and 2 standards	Standards	Contracted production cost estimated at \$50000	\$50,000
Professional services to disseminate 2015 Grades 1 and 2 Standards	Standards	Estimated at \$30,000 for dissemination	\$30,000
Professional services to disseminate newly	Standards	Contracted support for	\$150,000

Description	Project	Estimating Basis	Total
revised training to ECE practitioners across the Commonwealth		Year 2-4 at \$50k/Year	
Professional services to contract Standards Technical Support Project Manager for targeted intervention strategy around standards implementation and use of data for decision making/instruction/ quality improvement in priority zones	Standards	Contracted PM at \$100k/year over 3 years	\$300,000
Professional services to conduct a standards validation study ensuring Pennsylvania Learning Standards for Early Childhood are age and developmentally appropriate and culturally appropriate for all children including children with disabilities and English Learners.	Standards	Contracted estimate at \$13,000 per month over 18 months	\$234,000
Professional services to contact an Institute coordinator who will manage the logistics, content, and communication.	Competitive Priority 4	Estimate of \$100k / year over 44 months	\$366,664
Professional services to implement week long Summer Governor's STEM Institute with COHORT 1 (up to 100 people/ original 50 participates plus addition attendees)	Competitive Priority 4	Meeting space rentals, food, and other costs for the Institute. Event space at \$15,000 / day with \$50k for additional production costs.	\$125,000
Professional services to develop content for four, week long Summer Governor's STEM Institutes with COHORT 2 (4 groups/ 200-250 participants at each event for a total of 800-1000 participants)	Competitive Priority 4	Contracted costs for content development / includes production costs for materials. Cost for development is \$50k with another \$50k for printing costs.	\$100,000
Professional services to implement 4, week long Summer Governor's STEM Institutes with COHORT 2	Competitive Priority 4	Meeting space rentals, food, and other costs for the Institute. Event rental at \$10,000 for 20 days	\$200,000
Professional services to refine content for 4, week long Summer Governor's STEM Institutes with COHORT 3 (4 groups/ 200-250 participants at each event for a total of 800-1000 participants)	Competitive Priority 4	Contracted costs for content development / includes production costs for materials. Cost for refinement (\$50k) Estimate of \$50k for materials.	\$100,000
Professional services to implement 4, week long Summer Governor's STEM Institutes with COHORT 3	Competitive Priority 4	Meeting space rentals, food, and other costs for the Institute. Event rental	\$200,000

Description	Project	Estimating Basis	Total
		at \$10,000 for 20 days.	
Professional services to refine content for 4, week long Summer Governor's STEM Institutes with COHORT 4 (4 groups/ 200-250 participants at each event for a total of 800-1000 participants)	Competitive Priority 4	Contracted costs for content development / includes production costs for materials. Cost for development is \$50k with another \$50k for printing costs.	\$100,000
Professional services to implement 4, week long Summer Governor's STEM Institutes with COHORT 4	Competitive Priority 4	Meeting space rentals, food, and other costs for the Institute. Event rental at \$10,000 for 20 days.	\$200,000
Professional services to complete technical and functional enhancements for high priority system enhancements to KEI data system.	Kindergarten Entry Inventory	Estimate of \$200K Year 1 enhancements (approximation of 1600 man hours at \$125/hour)	\$200,000
Professional services to design marketing campaign to encourage school district adoption and use of the KEI system.	Kindergarten Entry Inventory	Estimate of \$75k for communication / marketing supplies	\$75,000
Professional services to perform the KEI Validation Study.	Kindergarten Entry Inventory	Estimated research analysis and validation study at \$700k	\$700,000
Professional services to complete technical and functional enhancements to KEI system	Kindergarten Entry Inventory	Estimate of \$150K Year 2 enhancements (approximation of 1200 man hours at \$125/hour)	\$150,000
Professional services to complete technical and functional enhancements to KEI system	Kindergarten Entry Inventory	Estimate of \$200K Year 3 enhancements (approximation of 1600 man hours at \$125/hour)	\$200,000
Professional services to prioritize and implement systemic changes and improvements.	Kindergarten Entry Inventory	Estimate of \$200K Year 4 enhancements (approximation of 1600 man hours at \$125/hour)	\$200,000
Professional services to design training programs and produce materials for the KEI system. This includes building computer-based training and other self-service modules including a blend of classroom or live training.	Kindergarten Entry Inventory	Estimate of \$400k for training development and support	\$400,000

Indirect Costs:

Description	Project	Estimating Basis	Total
Indirect costs for PDE. Applied against all PDE projects. Applied at up to \$25,000 / contract cost.	All	Direct costs applied at 14.5%.	\$220,322

Other Funds

Description
<p>A total of \$ \$16,125,000 of existing and state funds have been applied to support the State Plan for OCDEL-PDE. This is allocated across the DPS projects over the four years. The following represents total allocations over 4 years.</p> <p>Standards: \$4,837,500 (30%). Kindergarten Entry Inventory: \$ \$8,062,500 (50%) Institutes (C4): \$3,225,000 (20%) Family Engagement: \$7,256,250 (15%) Workforce: \$12,093,750 (25%) Data Systems: \$4,837,500 (10%)</p>

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?	
YES	<input checked="" type="radio"/>
NO	<input type="radio"/>
If yes to question 1, please provide the following information:	
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):	
From: <u>7/1/2013</u>	To: <u>7/1/2015</u>
Approving Federal agency: <u>ED</u> <input checked="" type="checkbox"/> HHS <input type="checkbox"/> Other	
(Please specify agency): _____	

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.